ALBERTA GRADE 12
EXAMINATION STUDY

A STUDY COMMISSIONED BY

THE MINISTER'S ADVISORY COMMITTEE ON STUDENT ACHIEVEMENT

(MACOSA)

FRED J. DUMONT
STUDY DIRECTOR

OCTOBER 1, 1977

Alberta
The Minister's Advisory Committee
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ERRATA SHEET FOR ALBERTA GRADE 12 EXAMINATION STUDY

In the preparation of this comprehensive report for presentation to the Minister for his report to the Fall sitting of the Alberta Legislative Assembly, a number of typographical errors have unfortunately been duplicated. In the interests of clarity it is proposed to correct, by errata sheet, only those errors which interfere with comprehension. Therefore, please correct:

Page	Paragraph	Line	Change
7	4	7	"June 1970" to "June 1971"
72	1	5	...similar to the superintendents', except the consultants gave...
88	1	2	...population of 1439 potential...
113	Heading		EXEMPLARS
113	2	7	change period to comma
113	2	8	change Some...to some...
* 137	Table XXXII	#23	(b) 30 18 46 (c) 54 26 16
141	Table XXXII	#66	(c) 40 37 21
300	2	1	Table I shows...
300	Heading		Table I
301	1	1	Table I also shows...
301	2	2	...Table II shows...
302	Heading		Table II
303	1	2	...Table III during...
304	Heading		Table III
306	Heading		Table IV
309	2	8	...shown in Table V
309	3	1	...of Table V shows...
309	3	12	(b) A comparison of Table V and VI shows...
309	4	3	Table VI. In only...
310	Heading		Table V
311	Heading		Table VI

Page	Paragraph	Line	Change
312	2	1	The data shown in Tables V and VI in...
313	2	1	Table VII shows...
313	3	1	Table VIII shows a...
313	4	1	In both Tables VII and VIII the...
314	Heading		Table VII
315	Heading		Table VIII
316	2	1	Table IX shows the...
317	Heading		Table IX
318	1	39 (4th line in 5)	...completing Grade XII programs...
320-325	Appendix A of A Comparison of Grade XII Academic Achievement by J.E. Reid.		
329	Sec. C (c)	2	...of Literature reviews,
360	1	8	difference of perceptions exists...
360	2	6	...should be brought back--the reason...
372	1	2-3 (new line inserted)	...the items that those disagreeing with examinations must automatically agree with inspections. Of 13 persons who...
372	1	4	"Disagree" or "Strongly Disagree" to the...
373	Table LII	Reason: line 1	The tests rigidify...
		6	The tests are irrelevant...
		20	The tests rigidify...
389	2	8	...in education, some as clients...

There are many stray commas that didn't land where they should have and quite a few mistrokes in the report but we beg the reader's indulgence in overlooking these in the interests of gleaning the major findings of the report.

*gummed label attached.

EXECUTIVE SUMMARY

GRADE 12 EXAMINATIONS STUDY

Introduction

THE QUESTION ASKED

WHAT HAS HAPPENED TO THE QUALITY OF EDUCATION SINCE COMPULSORY GRADE 12 EXAMINATIONS WERE DROPPED IN 1973 ?

The Study was designed to attempt to answer this question which was asked by the Legislative Assembly of Alberta on October 19, 1976.

Background

In October of 1976, the Minister's Advisory Committee on Student Achievement (MACOSA) was established by the Hon. Julian Koziak, Minister of Education, in response to growing concerns about the level of student achievement in Alberta. MACOSA was charged with the tasks of studying the elements of student achievement including definition, purposes and principles underlying achievement and to consider recommending ways and means to assess, maintain and improve student achievement. The GRADE 12 EXAMINATION STUDY was one of a number of projects undertaken by MACOSA to discharge it's responsibilities. A Steering Committee composed of members drawn from various publics was established by MACOSA in January 1977 to oversee the designing, commissioning and completion of the study in time to allow the Minister of Education to table the response to the question during the fall session of the Legislative Assembly.

Study design

In fulfilling its mandate the Study asked three questions:

(a) WHAT ARE THE CURRENT GRADE 12 STUDENT EVALUATION POLICIES AND PRACTICES AT THE SCHOOL SYSTEM AND SCHOOL LEVEL ACROSS THE PROVINCE ?

(b) WHAT CHANGES HAVE TAKEN PLACE IN THE DISTRIBUTION OF MARKS AWARDED BY THE SCHOOLS IN GRADE 12 SUBJECTS IN THE LAST FIVE YEARS ?

(c) WHAT DO THE STAKEHOLDER PUBLICS THINK HAS HAPPENED TO QUALITY OF EDUCATION SINCE ACCREDITATION, AND WHAT DO THEY THINK OUGHT TO HAPPEN NOW ?

Findings

(a) The first question: WHAT ARE THE CURRENT GRADE 12 STUDENT EVALUATION POLICIES AND PRACTICES AT THE SCHOOL SYSTEM AND SCHOOL LEVEL ACROSS THE PROVINCE ?

The survey involved contacting all superintendents in the province by letter. These letters provided an explanation of the survey's aim and asked for copies of; (a) school board evaluation policy statements and regulations, (b) high school policy manuals, and (c) individual high school rules and regulations. A second letter was sent to further explore; (a) the extent of differentiation between policy and practices, and (b) the concerns of the systems' administrations with respect to problems associated with policy implementation monitoring within their systems.

As indicated in the following table, over 75 percent of the school systems offering grade 12 instruction to an estimated 90 percent of the Alberta grade 12 student population responded to the survey. Only nine of these systems had not developed an implicit or explicit grade 12 student evaluation policy.

TABLE I

Present status of evaluation policies of Alberta school systems offering grade 12 instruction.

Types of System	Divisions	Counties	Public School District	*Sep. School District
Types of Evaluation Policies	1 = 30 2 = 28 3 = 22 4 = 3520 5 = 14 % 6 = 79	1 = 30 2 = 29 3 = 21 4 = 4870 5 = 19 % 6 = 72	1 = 29 2 = 23 3 = 16 4 = 13,700 5 = 47 % 6 = 70	1 = 56 2 = 22 3 = 18 4 = 4505 5 = 17 % 6 = 82
Explicit Policy (65)	N = 15 (68)	N = 13 (62)	N = 12 (75)	N = 10 (56)
Implicit Policy (24)	N = 5 (23)	N = 4 (19)	N = 3 (19)	N = 6 (34)
No Policy (11)	N = 2 (9)	N = 4 (19)	N = 1 (6)	N = 2 (10)
No Response[a] (24)	N = 6 (21)	N = 8 (28)	N = 7 (30)	N = 4 (18)
Not Offering Gr. 12 Instruction N = 43	N = 2 (6)	N = 1 (3)	N = 6 (21)	N = 34 (61)

* Includes regionals and Consolidates

[a] from systems offering grade 12 instruction

( ) percentage.

1 = operating systems as of December 31, 1976

2 = operating systems offering grade 12 instruction as of December, 1976

3 = reporting systems offering grade 12 instruction

4 = number of grade 12 students receiving instructions in reporting systems

5 = percentage of total Alberta grade 12 population

6 = percentage of systems reporting.

School systems have generally adopted the "Lethbridge policy" or some version of it which incorporates Alberta Education's "fair and just" concepts. However, the question as to how this policy is being applied at the school level in different systems may be a very crucial one. Regulations devised to implement the "Lethbridge policy" vary from school system to school system. In some cases individual subject teachers work out their own course outlines and evaluation procedures while in other cases it is done by all the subject teachers within the school, or in other cases by all the teachers of a subject within the school system. Conversely, in some school systems, course outlines and evaluation procedures are very detailed and prescriptive. In other cases school systems establish subject committees to develop common course outlines, evaluation procedures and weighting factors for grading to be used by all teachers within the same subject throughout the system.

It is interesting to note the changes that have been effected in the "blueprint" policy by its "architects". Recently the Lethbridge School District No. 51 has implemented an objective based educational program in English 30 and Mathematics 30. All teachers in both high schools are expected to teach their students mastery of this core before a C letter grade (50 - 64 %) is awarded. If a student does not master the core, the teacher must give a mark of D or F (0 - 49 %).

An analysis of statements made by superintendents in response to the question posed with respect to the extent of differentiation between policy at the system level and practice at the local school level provides a basis for concluding that there exists an urgent need to examine ways of improving the design of the school systems' monitoring mechanisms. Superintendents consider the apparent lack of consistency in application of policy in actual operations in schools within the same system specifically, and throughout the province generally is a major obstacle in maintaining credibility with the public. They, as a group, question the accuracy with which their principals and teachers from year to year, perceive the policy statement and its intended results. The options left open to schools have allowed for the development of a variety of "inventions" of means as years go by, thus making it difficult if not impossible for the superintendent to keep the public informed on what is happening in their schools and how well it is happening.

In other words, the latitude afforded for action, based upon specific situations and local community circumstance which is in theory likely the most effective approach to utilize, causes many problems for the superintendent. The superintendent, who perceives himself as the ultimate authority on promotion, is in the "nightmarish" situation of having to assure his board that the evaluation is a carefully planned and defensible operation, yet he cannot be fully aware of all the " inventions" being used by the professional staff to accomplish the end. Some of the concerns and problem areas perceived by the superintendents were the following:

(a) The increase of students' averages and subject grades averages at all levels of the senior high school; (b) The marked difference in evaluative criteria between schools operating under the same policies in the same system; (c) The evidence that students are not kept aware of their standing, in spite of the operational procedures developed, at the system level to assure that this is done; (d) The lack of standardization of methods of student evaluation throughout the province; (e) The lack of confidence by the public in the educational system, particularly with the instruction in the basic skills (reading, writing and arithmetic) ; (f) The apparent inability of schools today (1977) to challenge students with respect to competency, accuracy, discipline, quality and responsibility; (g) The apparent lack of progress toward the development of new courses, and modification of programs to meet the needs of the students and to suit local conditions.

(b) The second question: WHAT CHANGES HAVE TAKEN PLACE IN THE DISTRIBUTION OF MARKS AWARDED BY SCHOOLS IN GRADE 12 SUBJECTS IN THE LAST FIVE YEARS ?

The Reid Study [1] which related to the province at large reported that since compulsory examinations were dropped in 1973 there has been a general increase in marks awarded by school staffs in all subjects in all grades with the exception of those awarded in Chemistry 30 X and Physics 30 X. At the grade 10 and 11 levels the distribution during the period 1967 - 68 to 1975 - 76 shows there was an increase in the percentage in both the "A" and "B" grades awarded with a corresponding decrease in the "C", "D" and failure categories.

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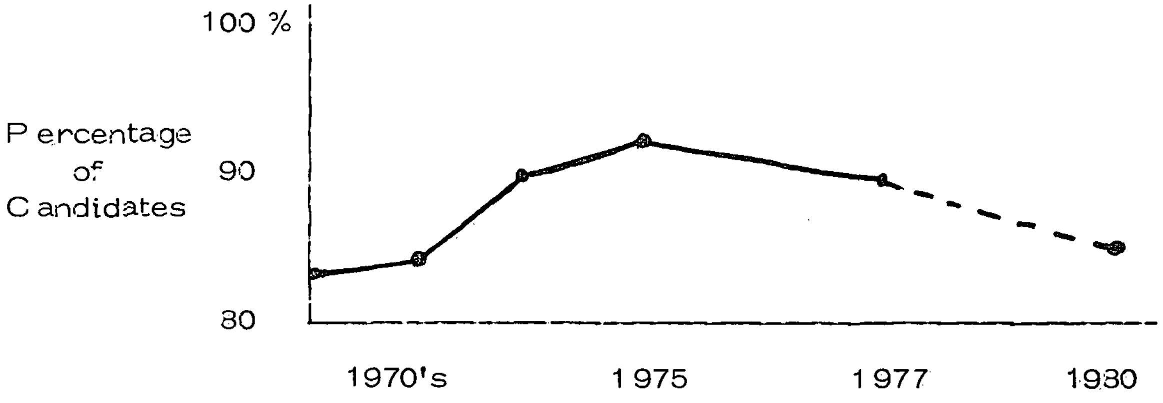
[1] Reid, J.E. "A Comparison of Grade 12 Achievement 1966-67 to 1968-69 and 1972-73 to 1975-76". Alberta Education, May, 1977.

The school system data analysis established that the changes observed by Reid[2] were general throughout all reporting areas. Taking all reporting systems as a group, the data supports the following generalizations. First, the typical line of mark trend since the 70's was a slight increase to 1973, followed by a sharp increase in the first two years after general accreditation, followed by a steady increase in all test subject areas up to 1975. A slight drop was evident in 1976 and 1977. A continuation of this trend to 1980, would likely result in a return to the five year average established under the former system of compulsory examinations, as seen in the following table.

TABLE II

General trend line of marks awarded (50 % or better) in all former grade 12 examinations.



Second, the data clearly indicates that there exists a marked difference in evaluative criteria between schools in the same system as well as amongst systems throughout the province.

2. op. cit.

(c) The third question. WHAT DO THE STAKEHOLDER PUBLICS THINK HAS HAPPENED TO QUALITY OF EDUCATION SINCE ACCREDITATION, AND WHAT DO THEY THINK OUGHT TO HAPPEN NOW ?

The design of the component of the study that sought this information included the features which were intended to encourage participation: (a) The questionnaire format and printing style were attractive; (b) The direct mail participants received a postage paid, self-addressed envelope for return of the questionnaire; (c) The teachers and students were reached as a group through the principal of the high schools selected to participate; (d) An explanatory letter requesting approval of the participating sample school was sent to each superintendent. On receipt of an affirmative response the principal of each of the sample schools was contacted. When the principal agreed that the school would participate, the questionnaires for the students and teachers of the school were sent with a covering letter and instructions for distribution and return.

In addition, interviews were conducted with a three percent sample of adults. The interview was structured to perform a validation function, as well as to determine; (a) whether the questions were clear to the respondents, (b) whether respondents had additional ideas regarding what has happened to the quality of education since 1973, (c) what reasons respondents had for their answers to key questions. Generally the findings gleaned from personal interviews validate the information contained in the completed questionnaires received from all non - student respondents in the survey sample.

Basically, the questionnaire asked for answers to four questions about standards of achievement of grade 12 students: (a) What is happening? (b) What had led up to this situation - that is, what has happened in the past? (c) What is wanted? By whom? (d) What should be done ?

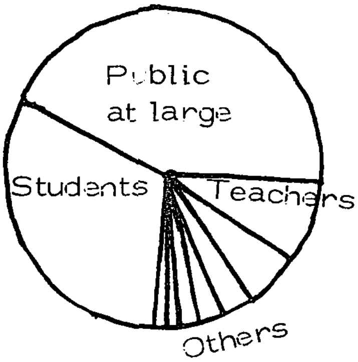
The answers to these questions were sought by asking the respondent to react to 96 items categorized as follows; (a) what do you think has happened? 68 items, five of which were spaces for respondent statements, (b) what do you think ought to happen? 20 items, two of which were spaces for write - in statements, (c) personal characteristics ? six items dealing with such matters as educational level, length of stay in Alberta, experience with departmentals, and whether or not the respondent was a parent.

A total of 4,476 respondents made 393,360 observations. Omissions in item responses, and blanks in comment spaces account for the difference between recorded observations and the maximum possible (434,172). In the analyses of these observations the printable written comments were retrieved from each questionnaire, and classified according to groups and recorded. (The complete text is on file with Alberta Education). Then, the most typical responses were selected for inclusion in the exemplar sections of the study. An additional list of comments classified as responding to the "WHAT IS" and "WHAT OUGHT TO BE ? " questions of the study was compiled.

TABLE III

Who was asked to participate?

N = 6,800

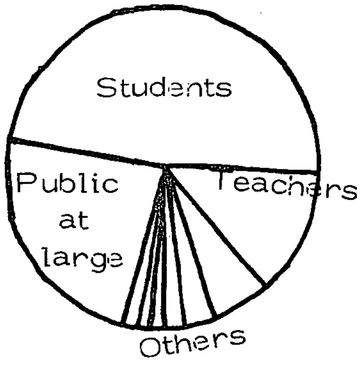


Public	-	43 %
Students	-	32
Teachers	-	9
Employers	-	6
Principals	-	4
Trustees	-	2
Consultants	-	2
Superintendents	-	1
Post secondary	-	1
		100

TABLE IV

Who participated?

N = 4,476

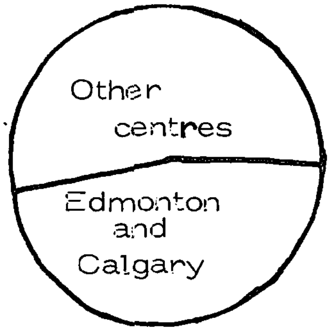


Students	-	48 %
Public	-	23
Teachers	-	13
Principals	-	6
Employers	-	4
Consultants	-	2
Superintendents	-	2
Trustees	-	1
Post secondary	-	1
		100

TABLE V

Survey participants.

From where in Alberta?



Rural and small urban centre	-	56 %
Edmonton and Calgary	-	44 %

What has happened?

Generally most respondents think that changes have occurred in the past five years. Respondents from outside the professional educational community tend to feel that the change has been for the worse. Insiders may be more knowledgeable, or they may be too close to the situation to make accurate judgements. Outsiders might be merely nostalgic, or they may view the scene with a greater degree of detachment. One thing is true, there are differing points of view held by the majorities in the two groups.

As a factor in the change, examination withdrawal was rated below lifestyle factors in all groups. In the educational groups it was far behind.

It seems clear that the various groups saw a lack of common standards across the province as being a problem. The examinations were viewed as comparable guideposts and nothing appears to have replaced them for this function.

The withdrawal of examinations seems to have allowed more program flexibility but this has not necessarily meant better provisions for individual students. The main effect on teachers has been increased professional responsibility. It may be true that there are as many interpretations of professional responsibility as there are teachers, and each teacher working in a defensible fashion would not necessarily produce common standards.

In considering arguments for and against bringing departmental examinations back, there are three common ones against such a move; (a) evaluation should be on the year's work, (b) the multiple choice format is too restrictive, and (c) non - examination subjects tend to be treated as second class subjects. Of course two of these objections could be overcome by using different examination practices. The first is more difficult. Arguments that seemed favorable to the return of examinations were the maintenance of comparable standards across the province and certification of a known level of achievement. Interestingly enough, even though the majority of respondents agreed with the latter reason, there was nothing in the grade twelve departmental examinations that were conducted that guaranteed this. Also, although students could be compared within a year, there was no guarantee of comparability across years.

The arguments surrounding the departmental examinations are not simple ones. Some of the intentions that surrounded their withdrawal may not have been realized, others have. Societal change has confounded the issue, making it difficult to reach a clear perception of "What has happened"?

What ought to happen ?

It appears that the "non-educationist" groups would like to see the return of the compulsory examination system. Most would appear to prefer a system that involved a mixture of teacher marks and departmental marks. If such a move were taken by the department, it seems clear that sole reliance on the multiple choice format would not find favor with these groups. Also, careful thought would have to be given to the non-examination subjects so that they would not be sacrificed. Some provision for local flexibility would appear necessary. Also, there is strong support from all fronts for the need for specifying the curriculum objectives and evaluation procedures before the students get too far into the course. Teachers, principals, and to some extent other educators who are somewhat removed from the classroom, are less enthusiastic than the other groups surveyed about a return to a compulsory departmental examination system. To some readers, this may seem self-serving. However, the teachers were deeply involved in all aspects of the former departmental examinations, and were probably the only group who had first hand experience with the inadequacies of the system. Also, the pendulum of opinion swings back and forth, and it often happens that the school and especially the teacher is constantly called upon to adjust teaching styles to meet the current opinion. Possibly this leaves some teachers with a pessimism about simple solutions to complex problems.

STUDY CONCLUSIONS

There is no easy answer to a question as complex as that posed by the Legislative Assembly, since part of the answer depends on which concept of "quality" one has in mind. Implicit in the question is the notion that it might be restated as "all things being equal", has there been a change in student achievement caused by the withdrawal of compulsory departmental examinations? Of course all other things cannot be equal.. There have been many changes in society in general, and in the educational scene in particular that could have affected student achievement.

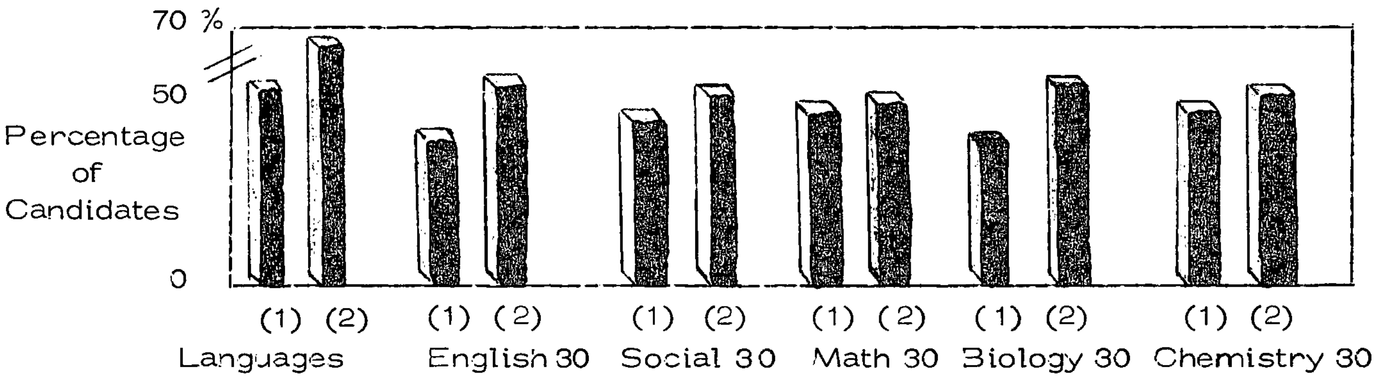
Some of these changes would include changes in curriculum, changes in the pool of knowledge and changes in life style. To isolate the effects of examination withdrawal is an impossible task.

IF "quality of education" means the amount that students know, or their abilities to reason or create, then the Study concludes from available data that the question cannot be answered. No data exists upon which a valid comparison can be made. Within the short period available the Study was unable to administer copies of examinations which would represent the content covered by examinations administered by the department. Indeed, there is some doubt that such examinations would provide a fair comparison in view of changes in curriculum that have taken place.

IF "quality of education" means standards of student achievement, then the Study finds that an answer can be attempted. Taking the narrow definition of standard of achievement as a letter grade A, B, C, D, F, performance rating or pass versus fail, and assuming that the inherent level of ability of Alberta students remains about the same from one year to the next, it is the Study's conclusion that in most school districts, and in most subjects, relatively more "A" grades are awarded now than prior to the withdrawal of compulsory departmental examinations. In other words, one of the consequences of the withdrawal of departmental examinations has been "grade inflation".

TABLE VI

Chart reflecting increase in number of students awarded 'B' or better marks in various subjects.



(1) Prior to accreditation 1966 - 71

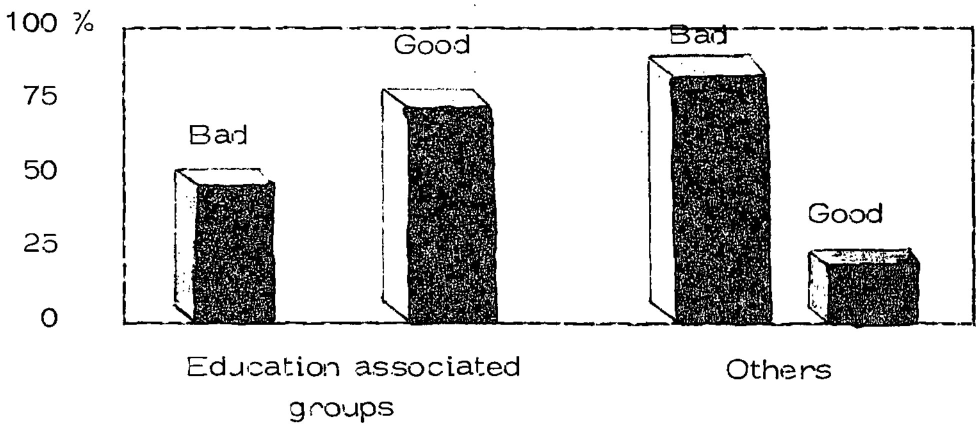
(2) Since accreditation 1972 - 76

IF "quality of education" is taken to mean the perceptions of people in Alberta about the "quality of education", the Study finds that changes in the "quality of education" have taken place. It appears that most Albertans think that there has been a reduction in student effort, an increase in the opportunity to adapt curriculum to local needs, an increase in professional freedom and responsibility, a general decrease in the level of achievement and a reduction in comparability of grading practices. However, although the majority of Albertans appear to perceive that "quality of education" has changed, those most closely associated with the educational community tend to have a more optimistic view of the direction of change, than members of the public at large. Few respondents saw the withdrawal of examinations as the most important factor in bringing about the changes, but the public appears to attribute more importance to it than did groups such as teachers and principals.

TABLE VII

Influence of withdrawal of examinations on "quality of education".

Chart reflecting differences in perceptions amongst various groups.



The Study Steering Committee found it difficult to establish the relative values of these changes. For some members of the Committee, the potential engendered by increased curricular flexibility outweighs the lack of provincial benchmarks. For others, the perceived reduction in student effort is a primary issue. These examples of differences in viewpoints amongst the Study Steering Committee members reflect the many divergent views of most Albertans. Many conditions have affected the quality of education in Alberta since the withdrawal of departmental examinations. Although members of the Committee have differing views on the importance of such examinations, the Committee is united in its belief that bringing back the examinations will not necessarily return the situation to what it was. The Committee agrees also that the Study provides evidence of a loss of public confidence in the educational system over the past few years, and that there is likely some basis for this loss. The impact of public confidence upon education cannot be ignored. Because of the perceived decline in actual achievement as opposed to the rise in marks, because of the general decline in public confidence in the educational system, and because there is always room for improvement of educational practices, the Committee believes that steps must be taken to improve the quality of education and particularly the procedures for evaluation.

MACOSA CONCLUSIONS AND RECOMMENDATION

In viewing the findings of the Grade 12 Examinations Study, the Minister's Advisory Committee on Student Achievement recognizes that there is serious concern about educational quality. The groups involved in the study definitely desire that something be done about educational quality. At the same time there is considerable reluctance on the part of the various publics to return to the pre - 1973 form of examinations.

Though the system of accreditation is not working as well as it might, the Minister's Advisory Committee on Student Achievement believes that the system can be made to work. Therefore, the Minister's Advisory Committee on Student Achievement recommends:

> THAT THE MINISTER EXTEND THE PROVISIONS OF THE EXISTING ACCREDITATION POLICY FOR A MINIMUM OF THREE YEARS, SUBJECT TO REVIEW AFTER THAT PERIOD, AND FURTHER THAT THE NECESSARY STEPS BE TAKEN TO ENHANCE THE EFFECTIVENESS OF THE EXISTING POLICY WITH RESPECT TO STUDENT EVALUATION.

The Minister's Advisory Committee on Student Achievement regards this recommendation as interim and general. Further studies presently in progress will provide specific information as to some of the necessary steps that should be taken to enhance the effectiveness of the existing policy.

MEMBERSHIP OF THE MINISTER'S ADVISORY COMMITTEE ON STUDENT ACHIEVEMENT (MACOSA)

Dr. J.S.T. Hrabi (Chairman) -	Associate Deputy Minister (Instruction) Alberta Education
Dr. N.P. Hrynyk - To Aug. 1977 -	Alberta Teachers Association
Mr. A.K. Harrison -	Alberta Teachers Association
Dr. Robert Lawson -	Committee on the Articulation of High Schools and Post Secondary Educational Institutions
Mr. Peter Swann -	Alberta Federation of Home and School Associations
Mr. Dennis Cambly - To June 1977	Alberta Chamber of Commerce
Mr. John Moxon -	Alberta Chamber of Commerce
Mr. Eugene Mitchell -	Alberta Federation of Labor
Mr. Andrew Stojak -	Alberta Department of Advanced Education and Manpower
Mr. Mike Strembitsky -	Conference of Alberta School Superintendents
Mr. J. Lawrence Tymko -	Alberta School Trustees Association

Executive Director -	Dr. H. Sherk, Planning and Research Branch, Alberta Education
Administrative Secretary -	Mr. Ray laFleur, Communications Branch, Alberta Education

MEMBERS OF THE MACOSA GRADE 12 EXAMINATION STUDY STEERING COMMITTEE

Mr. J. Lawrence Tymko (Chairman) - Director, Education Services
Alberta School Trustees Association

Mrs. Shirley Forbes - Trustee, Edmonton Public
School Board

Dr. Ken C. Sauer - Superintendent, Medicine Hat Public
School Board

Dr. Tom O. Maguire - Director, Educational Research
Services, University of Alberta

Mr. Jack Layton and - Teacher, Innisfail High School
W.M. Brooks (Alternate) - Alberta Teachers Association Staff

Mrs. Margaret Fitch - Homemaker, Calgary

Executive Secretary - Dr. H.G. Sherk
Planning and Research Branch
Alberta Education

Administrative Secretary - R. LaFleur
Communications Branch
Alberta Education

Advisor to Study - Dr. J.E. Reid
Director
Student Evaluation and Data
Processing Services
Alberta Education

Study Director - Fred J. Dumont

ACKNOWLEDGEMENTS

This study was planned and conducted as a series of interrelated and sequential sub - projects: literature searches, policy document analyses, examination and synthesis of local, regional and provincial mark trend studies, questionnaire survey and personal interviews. Many, many individuals contributed to these activities.

The Minister's Advisory Committee on Student Achievement (MACOSA) first wishes to acknowledge the yeomen efforts of the members of the Study Steering Committee which met numerous times and provided advice and direction to Fred J. Dumont, who conducted the study.

The willing participation of the many Alberta citizens, and administrative units and staff associated with the schools selected to participate, is acknowledged with deep appreciation.

A number of other people, too numerous to mention, deserve thanks and appreciation. These include officials of Alberta Education, Alberta Treasury, Alberta Municipal Affairs, and the Regional Offices of Education.

To all of the above, and to others not mentioned who contributed to the study, MACOSA expresses appreciation.

REPORT FORMAT

This report has nine sections organized into two volumes, each with two parts. Volume I addresses the "WHAT IS" question of the study. Volume II looks at the "WHAT OUGHT TO BE" component.

Part I of Volume I examines the "hard" evidence to ascertain whether or not what is purported to have happened to grade 12 marks since 1973, did happen. As an introduction, the report describes why the study was undertaken and points to the limitations imposed by the study's investigative techniques. A section is devoted to presenting an historical sketch of provincial government involvement in evaluation of student achievement, and to a summary of existing school system evaluation policies and practices. The third section provides a synthesis of local and provincial studies of trends in mark allocation to high school students, particularly at the grade 12 level and presents a summary statement about the evidence examined.

Part II of Volume I discusses in three sections what the publics think has happened to "Quality of Education" since the old days of departmentals. First, research methods utilized to assess public opinion are presented. A second section discusses and interprets what the publics said. A selection of typical comments made by the participants is included to provide the reader with a reasonable sample of "what was said".

The third section is a series of appendices containing tables and reports referred to in the text of the study.

Part I, of Volume II examines what corrective measures the publics feel are needed and contains tables reporting what each group thought ought to be done. Part II, being the final section of the report, presents the study's answers to the question posed by the Legislative Assembly, makes a recommendation as to possible future practices, and contains tables reporting what each group thought ought to be done.

A condensed version which contains a synopsis of the findings and the recommendation has been bound separately to allow for wider dissemination of the major findings. People with limited reading time are advised to request a copy of this version of the report.

Limited quantities of the complete report described above have been printed.

A copy of the technical report has been filed with the Planning and Research Branch, Alberta Education, and might be of special interest to those wanting complete technical and descriptive information about the research methods used to address the question. This document is available on a loan basis only.

TABLE OF CONTENTS

Page

Executive summary i

Members of the Minister's Advisory Committee on Student Achievement (MACOSA) xv

Members of the MACOSA Grade 12 Examinations Study Steering Committee xvi

Acknowledgements xvii

Report format xviii

Table of contents xx

List of tables xxiv

VOLUME I

"WHAT IS"

PART I

AUDIT OF THE FACTS

SECTION

I Background 1

- Introduction 1
- Origin of the study 1
- Purposes 1
- Limitations of the study 2

II Evaluation of grade 12 student achievement . . . 5

- Historical review 5
- School system policies 9
- Summary 19
- Footnotes to section II 22

SECTION Page

III Trends in mark allocation 24

Local system trends 25

Summary 35

Provincial trends 36

Summary 45

Footnotes to section III 46

PART II

AUDIT OF PUBLICS' OPINIONS

I Research methodology 47

The survey instrument 48

Population surveyed 50

Sampling procedures 50

Questionnaire returns 60

Treatment of data 64

Interview technique 66

II Results and interpretation of data 69

Analysis of data based on questionnaire . . . 69

Summary 82

Analysis of data based on interviews 85

Summary 111

Exemplars of written comments 113

III Appendices 125

Appendix A
Survey instrument 126

Appendix B
Questionnaire responses 134

Appendix C
Accreditation directives and policies 235

Appendix D
Participant written responses 251

Appendix E
A comparison of grade 12 achievement 298

Appendix F
Terms of reference of Study Steering Committee 326

Appendix G
Representative sample of Alberta schools . . . 330
Letters to superintendents 339
Letter to basic unit principals 342
Letter to survey participant 344
Letter to post secondary school personnel . . . 345
Public at large population areas 346

Appendix H
Summary of contents of technical report . . . 348

Appendix I
Table reflecting opinions of groups by regions . 349

VOLUME II

"WHAT OUGHT TO BE"

PART I

1 Results and interpretation of data 358

Analysis of data based on questionnaire . 358

Summary 365

Analysis of data based on interview 368

Summary 387

Exemplars of written comments 389

SECTION Page

PART II

I Study conclusions and Study Steering Committee Commentary 395

II MACOSA conclusions and recommendation . . 399

III Appendices

Appendix J

Questionnaire responses 401

Appendix K

What ought to happen Questionnaire responses 443

Appendix L

Participant written responses . . . 458

LIST OF TABLES

Table Page

I Present status of evaluation policies of Alberta school systems offering grade 12 instruction 13

II Average for six former departmentals in small high school 27

III Results (average) for seven grade 12 examinations in a rural high school 28

IV Chart depicting average percentage distribution of "A" and "B" marks for all matriculation subjects in a large county system 29

V Distribution of marks in a small school 30

VI Percentage of candidates earning marks of "C" or better in the years 1971 to 1977 in a regional high school . 30

VII Percentage of academic passes at the "C" or better level in a medium sized county system 31

VIII Comparative data on grade 12 examinations scores of "C" or better in a urban system 32

IX Chart reflecting differences between three schools in marks awarded 33

X General trend line of marks awarded (50% or better) in all former grade 12 examinations 35

XI Summary chart reflecting the increase in percentage of candidates awarded "B" or better (65% or better) in six matriculation subjects 36

XII Summary chart reflecting decrease in number of students appealing school mark 37

XIII Chart reflecting increase in number of students awarded "B" or better marks in various subjects . . . 38

XIV Chart reflecting the increase in percentages of candidates awarded 65 percent or more (B and A) in former departmental exams during time period of benchmark (1967-72) and (1973-76) 39

Table Page

XV Chart showing percentages of candidates awarded 50 percent or more (C or better) in former departmental exams during the time periods of benchmark (1967-72) and 1973 to 1977 40

XVI Chart showing percentages of candidates awarded 50 percent or more (C or better) in English 30 during the time periods of benchmark (1967 - 72) and 1973 to 1977 41

XVII Chart showing percentage of candidates awarded C standing (50 % - 64 %) or less in former departmental exams during the time periods of benchmark (1967 - 72) and 1973 to 1976 42

XVIII Chart showing percentage of candidates not receiving credit standing in former departmentals during the time periods of benchmark (1967 - 72) and 1973 to 1976 43

XIX Chart reflecting increase in percentage of teaching staff with a university degree since 1969 44

XX Public at large sample map showing telephone directory areas and number of survey participants from each area . 53

XXI Employer sample 58

XXII Percentage distribution of total sample according to groups 59

XXIII Chart showing relative size of participating groups . . 62

XXIV Groups surveyed and rate of return 63

XXV Chart reflecting differences in perceptions amongst various groups 73

XXVI Count and percentages of total interviewees and responses recorded with respect to each subject . . . 94

XXVII Statements made by interviewees regarding increase or decrease in amount learned in specific subjects during the past five years 96

XXVIII Statement made by interviewees regarding increase or decrease in amount learned in specific subjects during the past five years 97

XXIX Percentage counts of total adult respondents compared to interviewee population 103

Table Page

XXX Percentage counts of total adult respondents compared to interviewee population 106
XXXI Percentage counts of total adult respondents compared to interviewee population 108
XXXII Responses to statements by (a) all respondents
(b) adult respondents only
(c) student respondents . . 135
XXXIII Responses to statements by trustees 145
XXXIV Responses to statements by public at large 155
XXXV Responses to statements by school superintendents . . . 165
XXXVI Responses to statements by high school teachers . . . 175
XXXVII Responses to statements by high school principals . . . 185
XXXVIII Responses to statements by education consultants . . . 195
XXXIX Responses to statements by post-secondary school personnel 205
XXXX Responses to statements by employer (public sector) . . 215
XXXXI Responses to statements by employer (private sector) . . 225
XXXXII Frequency count of respondents by groups according to geographic areas 350
XXXXIII Since examinations were dropped an "A" in one school doesn't mean the same as an "A" in another 351
XXXXIV Is the 'Quality of education' better or worse now than five years ago 352
XXXXV Dropping examinations has resulted in generally more good than harm 353
XXXXVI Have standards in Mathematics risen, stayed the same or dropped 354
XXXXVII Have standards in English risen, stayed the same or dropped 355
XXXXVIII Have standards in Social Studies risen, stayed the same or dropped 356

Table Page

XXXXIX Have standards in Sciences risen, stayed the same or dropped 357

L Chart showing percentage of opinions of each sample group about the statement "The provincial government should being back compulsory grade 12 examinations" . 359

LI Compulsory examinations should be brought back . . 370

LII Cross check of respondent answers to the questions on "Quality of education now" and to the statement that "Compulsory examinations should be brought back" . 371

LIII Statements made by the interviewees who were opposed to return of compulsory examinations 373

LIV Statements made by the interviewees who were in favor of return to compulsory examinations . . . 374

LV Responses to statements by (a) all respondents
(b) adult respondents only
(c) student respondents . 402

LVI Responses to statements by trustees 406

LVII Responses to statements by public at large . . . 410

LVIII Responses to statements by school superintendents . 414

LIX Responses to statements by high school teachers . . 418

LX Responses to statements by high school principals . . 422

LXI Responses to statements by education consultants . . 426

LXII Responses to statements by post secondary school personnel 430

LXIII Responses to statements by employer (public sector) . 434

LXIV Responses to statements by employer (private sector) . 438

LXV The provincial government should bring back compulsory grade 12 examinations 459

LXVI There shouldn't be any change in the way students are presently being tested for achievement 460

Table Page

LXVII If compulsory departmental examinations are to be re-introduced, they should be used for a part of the course mark 461

LXVIII What proportion of the final mark should be assigned by the teacher 462

GRADE 12 EXAMINATIONS STUDY

VOLUME I

WHAT IS

PART I

AN AUDIT OF THE HARD DATA

SECTION I

BACKGROUND

Introduction

If enough people perceive a problem, a problem exists - either in fact or in perception.

Origin of the Study

In October 1976, the Minister's Advisory Committee on Student Achievement (MACOSA) was established in response to growing concerns about the level of student achievement in Alberta. MACOSA was charged with studying the elements of student achievement including definition, purposes, principles underlying achievement, consideration of ways and means to assess, maintain and improve student achievement, and to make recommendations based on findings. As a special assignment from the Legislative Assembly, one of MACOSA's first projects was a study to "assess the effects of the non - compulsory nature of grade 12 departmental examinations on student achievement in Alberta".

A Steering Committee was established in January 1977, to oversee the designing, commissioning and completion of the study.

Purposes of the Study

The study was designed to respond to a motion of the Legislative Assembly of Alberta, October 19, 1976, which requested that an investigation be undertaken to determine whether the change to non - compulsory grade 12 departmental examinations has affected the quality of education in Alberta. In fulfilling its mandate, the study approached the question on three fronts: (a) A review was taken of possible changes in the distribution of grades given by schools in grade 12 subjects in the last five years; (b) A survey was made of local school system policies and practices on high school student evaluation; (c) A sample of opinions was taken regarding what has happened since compulsory provincial examinations were dropped. As a logical extension of its basic assignment the study looked at the question of what ought to happen regarding evaluation of student achievement particularly at the grade 12 level. Hence, the report while responding to the question from the Legislative Assembly, also contains a recommendation as to future practice relative to the question.

Limitations of the Study

Introduction

The concept of "quality of education", the instruments developed to measure it, and conclusions drawn from reading the test results, are capable of eliciting lengthy debates from all sectors of society. Few definitive answers about what "quality of education" really means have resulted from these discussions. It is alleged that the qualities developed in a student "which really count in the long run", are too tough to measure, so have been generally ignored by educators. Some examples might be intellectual curiosity and ability to get along with others. However, there is general agreement on one point.

That is, achievement scores are important and represent one measure of "what it takes" to become a competent adult.

Nature of Mandate

The study recognized that "quality of education" is a very broad concept. Compulsory grade 12 examinations can readily measure only certain aspects, those commonly referred to as "standards of achievement". However, the presence or absence of provincial examinations has a wide ranging effecton education, going beyond the effect on "standards".

The study attempted to address both aspects of the problem, although the nature of the mandate required especially careful consideration to the matter of student achievement standards.

Survey Instrument

The instrument used to gather opinions was a direct mail questionnaire. Recognized weaknesses of that method of data gathering imposed limitations on the findings.

Population Sampled

The study was limited to the views of the persons from ten province wide groups. At various times the inclusion of a sample of post secondary school students was considered, but this group of students was not included specifically, other than by chance in the public at large sample.

Mark Allocation

The study hypothesized that the absence of external controls on school evaluation practices might lead to increased leniency in the evaluation of student performance.

Setting

The study is set in the Alberta context. The data were gathered during the first half of the 1977 year. If the social climate which is basic to the views of respondents were to change, presumably the data might also change.

SECTION II

SCHOOL SYSTEM POLICIES AND PROCEDURES FOR EVALUATION OF GRADE 12 STUDENT ACHIEVEMENT

HISTORICAL REVIEW

In a press release on February 3, 1973, the then Minister of Education, the Honorable Lou Hyndman, announced the withdrawal of compulsory grade 12 departmental final examinations and that the teachers would be responsible for assigning "final grades in all courses, for all students."[1] In making the announcement, the Minister stated that: "the local teacher is in an excellent position to evaluate student achievement. A single outside examination just doesn't have the breadth or depth to measure a year's work [2]". Following this announcement, a number of Department of Education directives were sent out to all school boards and school superintendents[3] granting province - wide accreditation with respect to evaluating grade 12 students' final marks provided certain criteria were met by the school. However, school systems were advised that departmental examinations would continue to be available for the following purposes: (a) For students who wish to appeal marks awarded by the school; (b) For students who wish to apply for certain scholarships where it is indicated that a departmental examination is required; (c) For students who are taking high school matriculation subjects through private study; (d) For adults who have no means of obtaining a school mark.[4]

Since 1905, the Alberta government has had a mandate to provide education for Alberta students[5] and with this the responsibility to see that the schools are fulfilling the expectations of the electorate. A system of monitoring education in schools was deemed necessary to make certain that standards in education were maintained and that inconsistencies across school systems regarding student achievement evaluations were avoided, thus supposedly enhancing public confidence in the local schools. Until the early 70's therefore, when the last compulsory departmental examinations were eliminated, the legitimization of educational standards was done by the government through an extensive system of external examinations, and inspections by provincially appointed school inspectors. When Alberta decided to abandon this system of monitoring, it was the last Canadian province to do so.

Rusnack[6], (1975) in a report on Evaluating Education in Alberta's Schools described in some detail the development of evaluation in terms of; (a) what existed in the province from 1905 to 1939, (b) changes from 1940 to 1968, (c) changes from 1969 to 1973, and (d) what existed in education evaluation in 1974 and 1975. The report notes that since the early history of education in Alberta, the government had established centralized power and authority regarding the evaluation of students and schools, but that in the late 60's and early 70's much support for more local autonomy in matters of student evaluation was growing in educattions circles in Alberta. In support of this statement, Rusnack[7] makes the following pertinent observations:

> Recommendations from the Cameron Commission Report of 1959 favored a system of accreditation by school systems for Grades I to XI. The report further supported the ideas of those school systems in Alberta which qualify for accreditation status being granted local autonomy in matters of course curriculum and student evaluation. When it came to the Grade XII matriculation level subjects the Cameron Commission Report still favored the retention of external departmental examinations in all schools. In 1960, the Alberta Teacher's Association (ATA) favored a system of accreditation and favored it being phased in over a number of years. The ATA task force also favored the retention of external departmental examinations at the Grade XII level and further favored local autonomy in course curriculum and student evaluation throughout Grades I to XI.
>
> In 1963, the Alberta government announced legislation of the Accredited School Districts Act. This Act allowed a board of trustees of a city school district with a ten thousand plus student population to apply for accreditation status. Local autonomy was granted to acceptable school districts for curriculum, texts, and evaluation.
>
> The High School and University Matriculation Examinations Board also favored accreditation as seen by policies which allowed teachers more freedom and say in students' final grades. For example, in 1970, English 30 teachers' school marks accounted for approximately one-quarter of the students' final grade. Eventually, and effective June 197~~0~~, teachers' 1971 school marks constituted approximately 50% of the student's final grade in all Grade XII matriculation subjects.

The Worth Commission on Educational Planning favored the concept that external departmental examinations at the grade 12 level change their role from compulsory student examinations to power tests to be used by the school systems at their own discretion. The suggested role of the school would be to evaluate the student with respect to ability and course content while that of the Department of Education, using standardized achievement power tests, would be to evaluate achievement levels across the province setting up Alberta norms in all subjects and grade levels.

The establishment of regional offices of education throughout Alberta in 1972 decentralized some of the authority of the Department of Education to local areas. The task of evaluating schools was assumed by these offices. School evaluations became voluntary at the request of the schools. During this time period, grade 9 and 12 departmental examinations were eliminated. Rusnack[8] speculates that the major reasons for government withdrawal from this method of monitoring schools were as follows:

(a) they tested only the academic subjects
(b) teachers were more qualified to assess student achievement at the local level, and,
(c) the examinations in the multiple-choice form, were limited in what they could test.

Resulting from the elimination of the departmental examinations were:

(a) the loss of provincial consistency in assessing student achievement, and
(b) universities were forced into setting their entrance requirements based on school assessment rather than departmental grades. In the past, there was a major emphasis on departmental examinations for screening students for entering university. With the expansion of programs in the schools

> and at colleges and technical institutions the emphasis on teaching for university entrance was diminished.

SCHOOL SYSTEM POLICIES ON GRADE 12 STUDENT EVALUATION

Introduction

Approximately one year after the Minister of Education announced the accreditation policy and withdrew compulsory departmental examinations, M.T. Sillito, the then Coordinator of Professional Development for the Alberta Teachers Association (ATA), inquired of all school boards regarding their policy on accreditation and student evaluation.[9]

> ....64 of the 100 school boards reported as follows: 50 forwarded their policy statements. Seven reported that a policy statement was pending and seven stated that they had no policy.

In April 1974, the ATA data was made available to T. Rusnack who in cooperation with R. LaFleur of the ATA staff compiled and summarized the information in a joint report entitled "Accreditation in Alberta; Summary of Reports from School Boards."[10] In summary the report stated that:

> "At present (June 1974), most school jurisdictions in Alberta are following an approach which is a modification of the Lethbridge proposal. Few school jurisdictions have established unique policy guidelines for their local area. It appears that existing policy guidelines on accreditation are temporary measures, as School Superintendents are waiting to see what the Department of Education does in regard to provincial accreditation

> standards, policies and procedures in the future."

The Department of Education directives of February 7, 1973,[11] contained two papers entitled "Accreditation of Senior High Schools" and "Procedures for the Accreditation of Senior High School." Sent with the two papers was a copy of the Lethbridge policy guidelines on accreditation. These documents, along with copies of the updated "Accreditation for Evaluating Grade 12 Subjects" policies adopted by the Medicine Hat School District #76, and the Edmonton Public School system, form part of appendix C of Volume I of this report.

In the early stages of this survey, the Alberta School Trustees Association (ASTA) was requested to provide information with respect to its recent study of existing school system policies on student evaluation. The reply, dated January 27, 1977 was as follows:[12]

> .....Confirms the almost standard use of the Lethbridge policy.....I have worked on policy projects ranging from the County of Warner and Calgary Division in the South through to Northlands. Not all jurisdictions have had a policy, but most have. Some have variations from the Lethbridge policy, but the variations are insignificant.....I think it is valid to say that the policy is standard throughout the province.....I have not noticed any indications that the policy is, or will be up for revisions.

As a follow-up in early February, 1977, the study director conducted a telephone survey of 24 school systems selected at random. The questions posed were as follows: Does your system currently have a written policy with respect to evaluation of student achievement in grade 12 subjects? and if so, what are your policy guidelines? The responses can be grouped into three categories:

(a) 63 percent of the systems in the sample had adopted and/or adapted the Lethbridge policy in written form; (b) 21 percent of the system contacted had explicit or implied policy based on the Department of Education rules for accreditation with some variation in the role of the superintendent with respect to procedures in endorsing the principal's endorsement of teachers' marks; (c) 16 percent of the systems contacted did not offer instruction at the grade 12 level.

The final stage of the survey involved contacting all superintendents in the province by letter. These letters provided an explanation of the survey's aim and asked for copies of:

(a) School board student evaluation policy statements and regulations; (b) High school policy manuals; (c) Individual high school rules and regulation on grade 12 student achievement evaluation.

A second letter was then sent to the superintendents to further explore; (a) the extent of differentiation between policy and practice, and (b) the concerns of the system's administration with respect to problems associated with policy implementation monitoring within their school systems.

As indicated in Table I, a total of 77 of the 102 Alberta school systems offering grade 12, representing an estimated 90 percent of the Alberta grade 12 student population responded to the survey. Several hundred documents were received and reviewed which included individual high school rules and regulations, system policy manuals, copies of school system resolutions, superintendent directives, and principal directives to staff. This material has been classified and is on file with the Department of Education along with the TECHNICAL REPORT.

Policies and Practices

Generally, existing policies emphasize student evaluation as a prerogative of school boards who in turn appear to pass on the responsibility to the individual schools, though the superintendent is still assigned the ultimate responsibility.

The "central theme" of existing evaluation policies addresses the need for "fairness and justice". The concept is operationalized through objectivity, justice, and equitableness and these terms are defined in most policy statements as follows:

TABLE I

Present status of
evaluation policies of Alberta school
systems offering grade 12 instruction

Types of System	Divisions	Counties	Public School District	*Sep. School District
Types of Evaluation Policies	1 = 30 2 = 28 3 = 22 4 = 3520 5 = 14% 6 = 79	1 = 30 2 = 29 3 = 21 4 = 4870 5 = 19% 6 = 72	1 = 29 2 = 23 3 = 16 4 = 13,700 5 = 47% 6 = 70	1 = 56 2 = 22 3 = 18 4 = 4505 5 = 17 % 6 = 82
Explicit Policy (65)	N = 15 (68)	N = 13 (62)	N = 12 (75)	N = 10 (56)
Implicit Policy (24)	N = 5 (23)	N = 4 (19)	N = 3 (19)	N = 6 (34)
No Policy (11)	N = 2 (9)	N = 4 (19)	N = 1 (6)	N = 2 (10)
No[a] Response (24)	N = 6 (21)	N = 8 (28)	N = 7 (30)	N = 4 (18)
Not Offering Gr. 12 Instruction N = 43	N = 2 (6)	N = 1 (3)	N = 6 (21)	N = 34 (61)

* includes regionals and Consolidates

[a] from systems offering grade 12 instruction

( ) percentage.

1 = operating systems as of December 31, 1976
2 = operating systems offering grade 12 instruction as of December, 1976
3 = reporting systems offering grade 12 instruction
4 = number of grade 12 students receiving instructions in reporting systems
5 = percentage of total Alberta grade 12 population
6 = percentage of systems reporting.

(a) Objectivity - free from prejudice , impartiality and unbiased judgement,

(b) Equitableness - equal treatment of all concerned,

(c) Justice - implies an exact following of a standard of what is right and proper

Most policies go into some detail to explain student and teacher expectation, and all address the need for the system to maintain credibility and thus enhance public confidence in the local schools.

Current Status of School System Policies

It is important to note that policy development is a continuing process. Therefore, as time passes some change in school boards' positions on student evaluation is to be expected. Indeed, it is likely that some change has already occurred since data collection concluded in May, 1977.

The study considered not only policy statements embodied in documents (the explicit policies) but also those that exist in the minds of personnel rather than being embodied in documents (the implicit policies). Since these policy statements afford latitude for action, based upon specific situations and local school circumstances, the actions taken in different settings, even though directed to the same end, quite likely would differ widely amongst school systems, and between schools within each system. An attempt was made to trace the relationships between the school system policy on the one hand and individual school rules on the other with the intent being to identify perceived or real problems that existed between the intent of the school system policy and actual operation at the school level.

The majority of school systems reporting dealt with the evaluation of grade 12 student achievement under an "umbrella" accreditation policy, patterned along the Lethbridge proposal,[13] using both explicitly and implicitly stated wording applicable to all students, in all subjects at the senior high school level. A minority of school systems (20%) extended their accreditation policy guidelines to elementary and junior high schools.

Taking all reporting systems as a group, there exists certain common intentions for the implementation of the accreditation policy as it applies to evaluating grade 12 students' marks. The particular rules may differ substantially from one system to the other. However, the intended objectives appear to be held fairly generally across the province. The following statements attempt to identify the intentions which seem to underlie the policy statements and regulations developed at the school system level to implement the "Fair and Just" concept.

A student, in the normal course of events, expects:

(a) A clear statement which includes an outline of the content of the course and a resume of the course objectives
(b) A description of standards to be attained and a resume of the evaluation procedures which includes the value of final examinations, value of classroom participation, value of written assignments, value of term examinations and value of all other factors
(c) An opportunity to appeal the evaluation he has received. Copies of each pupil's written examination papers complete with key will be kept on

file under lock and key for three months after each paper has been written. Each pupil who wishes to write a supplemental examination will, if he so desires, be given the opportunity to examine the paper in the subject he plans to rewrite.

(d) The same treatment (evaluation process) as all other students in a given class.

(e) Roughly similar treatment (evaluation) in one section of a subject to that given students in other sections of the same subject in the same school. It should not be purely or largely an accident of timetable how a student is evaluated.

(f) Some measure of similarity in course expectations (objectives) from school to school. Since a course... originates in the same course documents, the Program of Studies and Curriculum Guides, there should be considerable amount of uniformity in the objectives.

From the school operation manuals sent to the study director, statements relevant to promotion and evaluation at the school level were extracted to indicate the actual procedures used in implementing the school system "Fair and Just" concept. These are meant to represent the most common situation, and not to show the full range of differences in operations procedures in the schools.

(a) Teachers will assign final marks in all subjects at all grade levels.

(b) Evaluation will be an open process and, generally, students should be informed of all the basis of evaluation at the beginning of the term.

(c) Final standing will be the result of weighted averages of marks received through the duration of the course.

(d) Evaluation will be generally an ongoing process throughout the year or semester.

(e) Examinations and tests serve an important function in the educational process and are given frequently by teachers. Students who miss any examinations will be given a zero mark unless they present to the subject teacher either a medical certificate or a note of illness from a parent.

(f) English 30 Traditional (5 credits) Grade 12. This course follows the outline as suggested by the Department of Education which stresses ability in the areas of prose fiction, poetry, drama, and the essay. A final testing program should also take place. Tests, written compositions, oral presentations and student projects will form the basis of evaluation. (A minimum of 6 for each reporting period is normal). Individual students and student groups may be asked to take part in evaluation but the teacher evaluation will have the heaviest weighting. Attendance should count for not less than 10% of the course. A final mark will be the average of 2 report marks for semestered students. Credits will be granted with 40% or higher, but 50% is required for university entrance.

(g) Appeal procedures. A final mark may be appealed by a student by first requesting a review of the circumstances by the teacher. If necessary, the appeal may be to the Department Head of English, then to the principal.

(h) Teacher responsibility for all English courses. It is the teacher's responsibility at the beginning of each unit to inform the student of course and unit objectives, to inform the student of evaluation procedures, to evaluate according to the procedure, and to inform the student of exceptional case and appeal procedure.

In capsule form, the schools' practices, extracted from available handbooks detailing procedures in operationalizing the systems' "Fair and Just" concept, can be stated as follows:

(a) Attendance records are taken into account in evaluation; (b) Statements regarding promotion practices are generally lacking; (c) A student may appeal a mark, first to the teacher and subsequently to the principal; (d) Statements regarding provision for appeals through departmental examinations are totally lacking; (e) Evaluation is an ongoing activity throughout the school year. Many examinations and quizzes are given; (f) Teachers are responsible for informing students of course objectives; evaluation and appeal procedures; (g) Teachers are responsible for evaluation according to the approved evaluative procedures.

Policy vs Practice Conclusions

An analysis of statements made by superintendents in response to the question posed with respect to the extent of differentiation between policy at the system level and practice at the local school level provides a basis for concluding that there exists an urgent need to examine ways of improving the design of the school systems' monitoring mechanisms. Superintendents believe that the apparent lack of consistency in application of policy in actual operations in schools within the same system specifically, and throughout the province generally is a major obstacle in maintaining credibility with the public. They, as a group question the accuracy with which their principals and teachers from year to year, perceive the policy statement and its intended results. The options left open to school have allowed for the development of a variety of "inventions" of means as years go by, thus making it difficult if not impossible for the superintendent to keep the public informed on what is happening in their schools and how well it is happening.

In other words, the latitude afforded for action, based upon specific situations and local community circumstance which is in theory likely the most effective approach to utilize, causes many problems for the superintendent. The superintendent, who perceives himself as the ultimate authority on promotion, is in the "nightmarish" situation of having to assure his board that the evaluation is a carefully planned and defensible operation, yet he cannot be fully aware of all the "inventions" being used by the professional staff to accomplish the end. Some of the concerns and problem areas perceived by the superintendents, were the following:

(a) The increase of students' averages and subject grades averages at all levels of the senior high school; (b) The marked difference in evaluative criteria between schools operating under the same policies in the same system; (c) The evidence that students are not kept aware of their standing, in spite of the operational procedures developed, at the system level to assure that this is done; (d) The lack of standardization of methods of student evaluation throughtout the province; (e) The lack of confidence by the public in the educational system, particularly with the instruction in the basic skills (reading, writing and arithmetic); (f) The apparent inability of schools today (1977) to challenge students with respect to competency, accuracy, discipline, quality and responsibility; (g) The apparent lack of progress toward the development of new courses, and modification of programs to meet the needs of the students and to suit local conditions.

Summary

School systems have generally adopted the Lethbridge policy or some version of it which incorporated the Department's "Fair and Just" concepts. However, the question as to how this policy is being applied at the school level in different jurisdictions may be a crucial one. Regulations devised to implement the "Lethbridge policy" vary from school system to school system. In some cases individual subject teachers work out their own course outlines and evaluation procedures while in other cases it is done by all the subject teachers within the school, or in other cases by all the teachers of a subject within the school system. Conversely, in some school systems, course outlines and evaluation procedures are very detailed and prescriptive. In other cases school systems establish subject committees to develop common course outlines, evaluation procedures and weighting factors for grading to be used by all teachers within the same subject throughout the system.

It is interesting to note the changes that have been effected in the "blueprint" policy by its "architects". Recently the Lethbridge School District No. 51 has implemented an objective based educational program in English 30 and Mathematics 30. All teachers in both high schools are expected to teach their students mastery of this core before a C letter grade (50-64%) is awarded. If a student does not master the core, the teacher must give a mark of D or F (0-49%). The program was described by the system's Director of Curriculum as follows: [14]

> Each school still prepares its own examination in English 30 and Mathematics 30 but uses a common exam blueprint for the core part of the exam. The exam consists of 50 percent core and 50 percent option (but still from provincial curriculum). All teachers

in a school must use the same exam, or an equivalent form, by internal agreement. The intent is to provide common content and standards (C, and D) in these subjects, regardless of teacher and/or school. Teachers are still free to choose content and evaluate students at the upper letter grade levels (B and A).

In the first year a number of procedural problems have arisen but we are slowly working our way through them. We call it "creative problem solving". It is too early to say whether the promise, on paper, of this method can be realized fully. We will know better at the end of semester.

FOOTNOTES TO SECTION II

1. Alberta Department of Education, "Compulsory Grade 12 Exams on Way Out" (A press release by the Minister of Education, February 3, 1973. Edmonton, Alberta).

2. Ibid

3. Alberta Department of Education, "Procedures for the Accreditation of Senior High Schools in Alberta", a paper sent out to school boards and superintendents in the Province of Alberta from the Alberta Deputy Minister of Education, February 7, 1973.

4. Ibid, page 4.

5. Statutes of Canada. British North America Act, 1867 (Ottawa: Queen's Printer, 1973).

6. T. Rusnack, "A Report on Evaluating Education in Alberta's Schools". Alberta Department of Education. September, 1975.

7. T.A. Rusnack, "An Overview of the History of Accreditation in the United States and Canada". Alberta Department of Education. September, 1974.

8. . op. cit., September, 1975, page 14.

9. Alberta Teachers Association, "School Board Policies on Accreditation and Student Evaluation". A survey by M.T. Sillito. December, 1973.

10. R. LaFleur and T. Rusnack, "Summary of Information from School Boards on In - Province Accreditation and Evaluation Policies at the Senior High Level." Summer, 1974.

Footnotes (Cont'd)

11. Alberta Department of Education, op. cit., February 7, 1973.

12. Letter from J. Anderson, Alberta School Trustees Association. Edmonton, Alberta. February, 1977.

13. Lethbridge School Systems. "Local Autonomy - Evaluation in Departmental Subjects". Resolution of Lethbridge Public and Separate School Districts adopted October 24, 1972.

14. Lethbridge School District No. 51 , "Objective Based Education Program". 1975.

SECTION III

TRENDS IN MARK ALLOCATION

Introduction

There is one point of agreement which emerges from an analysis of the current and previous distribution of marks. That is, since compulsory external examinations were dropped in 1973, there has been a tendency for grade 12 subject marks to creep upwards.

This information has been interpreted from several points of view. From one point of view, it can be said that this is simply a "grade inflation" trend which anti-inflation measures could arrest. From another point of view, one could speculate that the marks awarded now are a better measure of amount learned by grade 12 students, than the assessment derived when a "one shot" examination was administered to determine achievement. From still another point of view, one could hypothesize that the improved mental ability of the student population, combined with the application of better teaching techniques by a better qualified teaching force has resulted in more learning taking place, hence, higher marks.

This study endorses the view that in any discussion about quality of product in education, the greatest variety of factors come into play. It is self evident that these factors have interlocking types of relationships rendering isolation of a single element impossible. Some include the factors alluded to above. Others would include degree of development and change in lifeskills, types of lifestyles, societal attitudes to education and economic and social conditions. Although this section of the report examines trends in marks using the change in the external examination system as the reference point, it does not wish to convey the impression that this one change is considered to have had the most to do with what has happened to marks. Other changes which occurred concurrently may have had a greater influence, however, none of these were as clear cut in terms of when it happened and of what happened.

LOCAL SYSTEM TRENDS

To secure as many returns of mark data as possible, the Study Steering Committee recommended that all school systems offering instruction at the grade 12 level be requested to submit local studies of the " hard " data on their students. The letter addressed to the superintendent, advised that all information would be kept in strict confidence, and would be used only to report local trends and to supplement the data available from Alberta Education. Of the 90 superintendents contacted, all but five responded. Structured analyses of marks attained by their students before and after the 1973 accreditation decision, along with copies of directives and various statistical reports submitted for review by their respective boards, were received from 37 school systems. These included all urban systems with school populations over 10,000 and a majority of divisional and county school systems. Several master's thesis which examined the impact of accreditation on a specific school system were received. Forty-two superintendents, representing about 60 school systems reported that spot checks and monitoring by random sampling had been done on and off since 1973, but that no data in the form requested was available. However summary descriptions of studies done in a specific school to test out an hypothesis or to respond to a question posed by a trustee at a board meeting were provided. A typical example of the type of information received from this group of Superintendents is best illustrated by quoting parts of the following letter:

> -------- one recent study of grade 12 results that may be of interest to you. It was undertaken to establish whether or not the abolition of departmental examinations had resulted in higher gradings for students in ____________ ______________________. Only in Social Studies 30 was there a significant rise over 1968 - 69, but, in comparison with the results of June, 1973, when the students were credited with the better of the school mark and the departmental mark, there has been no inflation of Social Studies marks.

It would appear then, that a majority of school systems, in a general way, annually review and monitor the operation of their student evaluation policies. However larger systems (5,000 or more students) within this group have in most instances employed personnel to develop and implement instructional improvement programs with major responsibilities directly associated with the evaluation component of instruction. Taking all reporting systems as a group, the common intent of this program can be stated as follows:

> To assist teachers to develop acceptable procedures for the evaluation of student progress to meet the requirements of the Department of Education with respect to accreditation of schools and to assist administrators and teachers in designing evaluation practices which incorporate the principle of fairness and justness[1].

Some examples of comments and statistics received which are meant to illustrate recurrent themes and problems associated with evaluation at the local level are highlighted below.

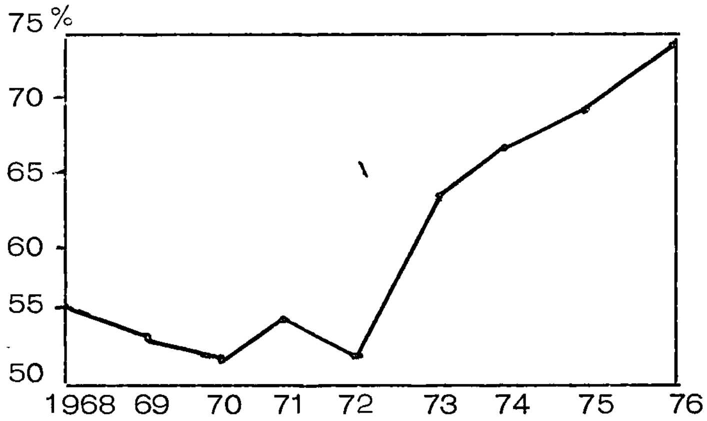
Selection of comments and local data report summaries

Small high school of fewer than 20 grade 12 students

------ I wish to inform you that the trend in results for subjects in which provincial exams were given previously is definitely upwards.

Average for six former departmentals

TABLE II



Note : The high averages in 1976 in the opinion of the teachers were due to an exceptional class.

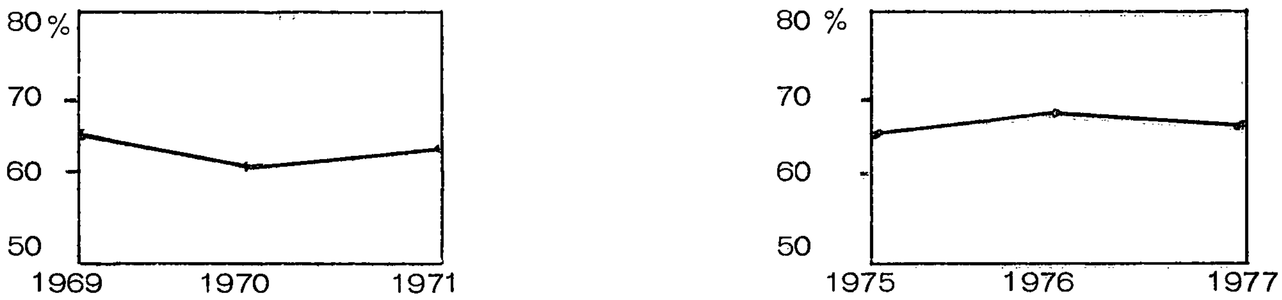
Rural high school - 120 grade 12 students

Attached you will find a breakdown of the academic grade 12 course marks offered at ________________________ for three years prior to the abolishment of the departmentals and for three years since the school was responsible for setting the exams. I would remind you that ________________ ________ is the major high school in our area with a student population in excess of 500.

A quick preview of the marks would seem to indicate that the general public's view and particularly the views of the university that the grade 12 marks have risen substantially are not borne out by the evidence .

TABLE III

Results (average) for seven grade 12 examinations



Before

After

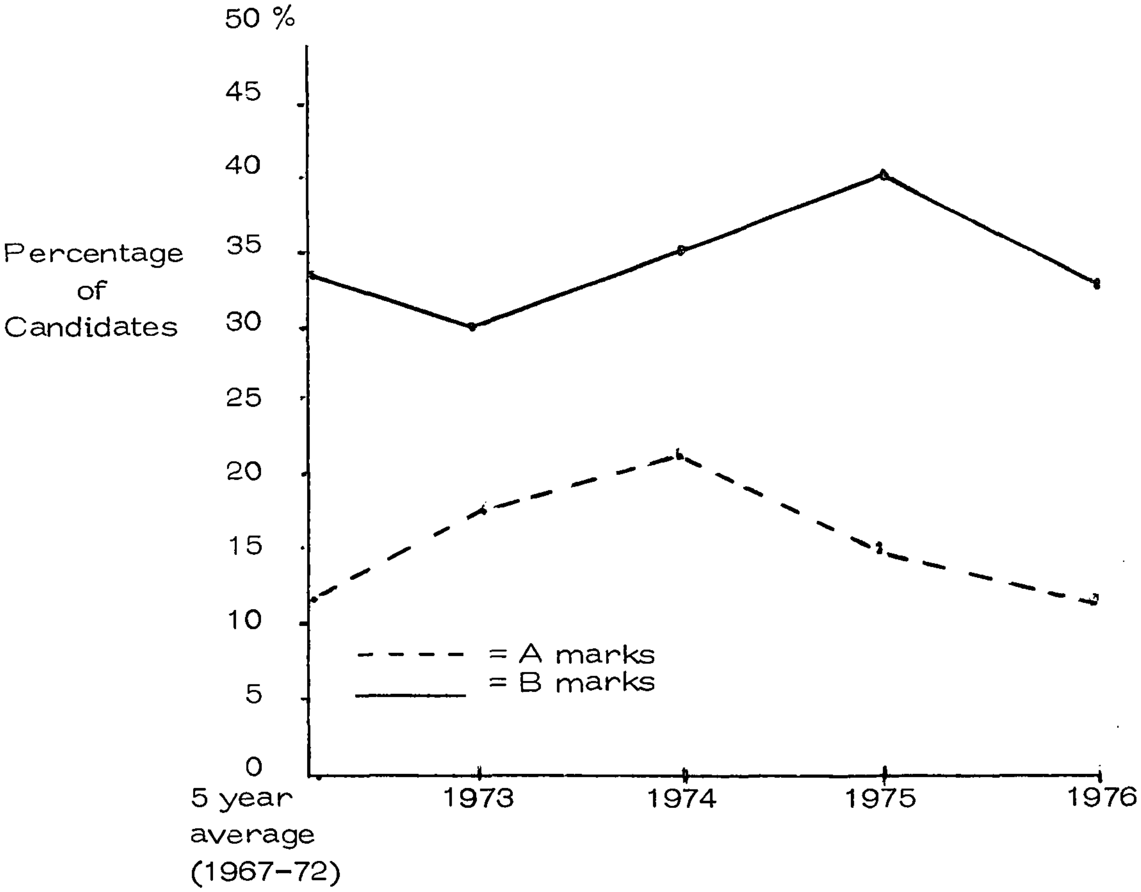
Large county school system with over 800 grade 12 students

The ______________________ has monitored grade 12 results prior to and after accreditation. A five year average of pupils marks was maintained as a benchmark when departmental examinations were administered. The attached graph shows the distribution of all grade 12 matriculation marks beginning with the benchmark 1967 - 72. You will note that following a period of higher marks, the trend has been to return to the five year average. Our concern has been that this trend does not appear to be evident across the province .

TABLE IV

Chart depicting average percentage distribution of "A" & "B" marks for all matriculation subjects.

A = 80 - 100 % , B = 65 - 79 %.

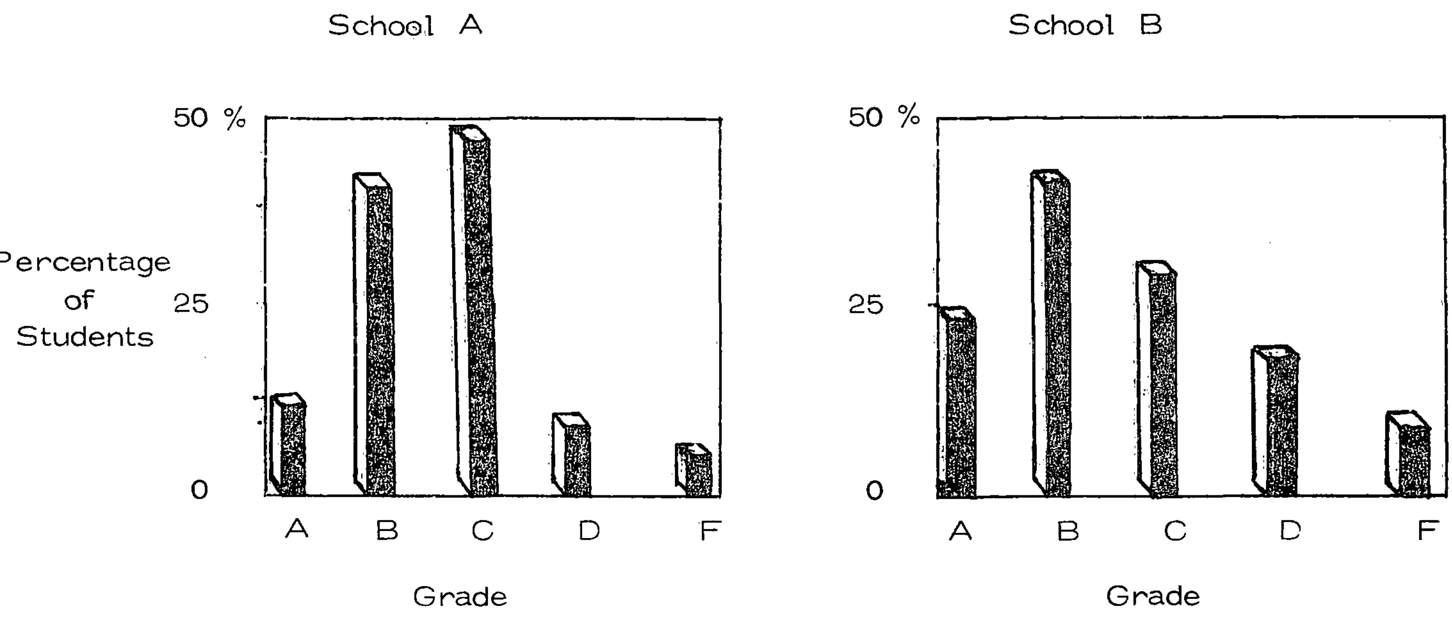


Small school division with several high schools

An incomplete analysis to date seems to illustrate a concern in some final tests coupled with the assignment of too many high marks. For example one of our high schools reported a failure rate of 2 percent while the other high school in our system failed 4 percent of the candidates .

TABLE V

Distribution of marks



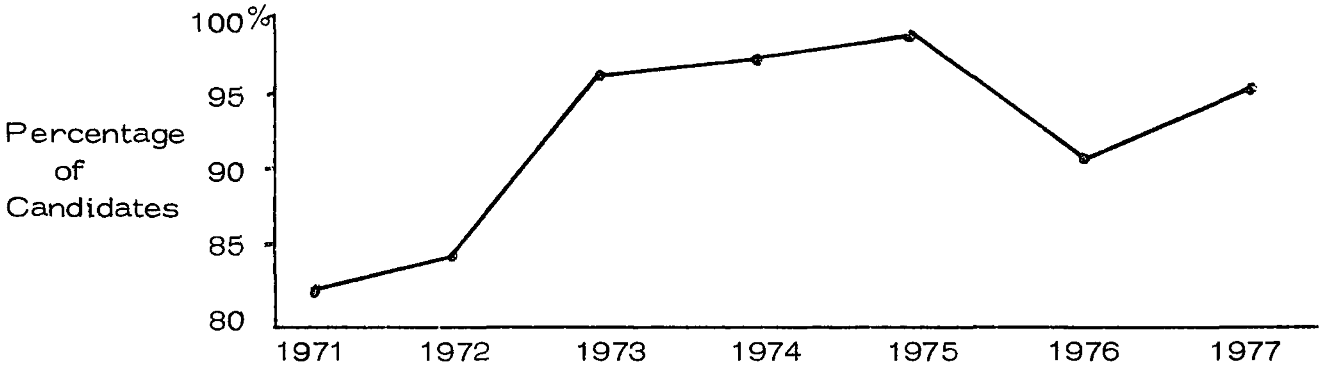
Regional high school of 200 grade 12 students

--- The real concern is with the tendency for schools to grant C (50 %) standing to students who earn marks in the 41 percent to 47 percent range .

This school reports an escalation in the "C" or better marks from a low of 83 percent of candidates to a high of 98 percent and attributes this variation to the "let's give him a 'C' " attitude of principal and staff.

TABLE VI

Percentage of Candidates earning marks of C or better in the years 1971 to 1977.

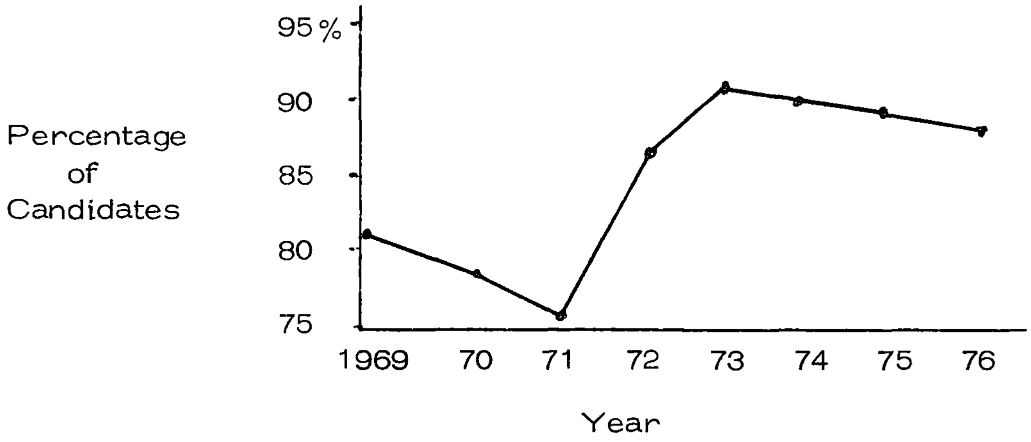


Medium sized county system with six small high schools

---- As seen by our figures there has been a gradual decline since 1974 in the percentage of students attaining an academic pass i.e., 50 percent or better. In 1972 - 73, 91 percent of students writing examinations received 50 percent or better. In 1974 - 75, the percentage was down to 87 percent as seen in table VII.

TABLE VII

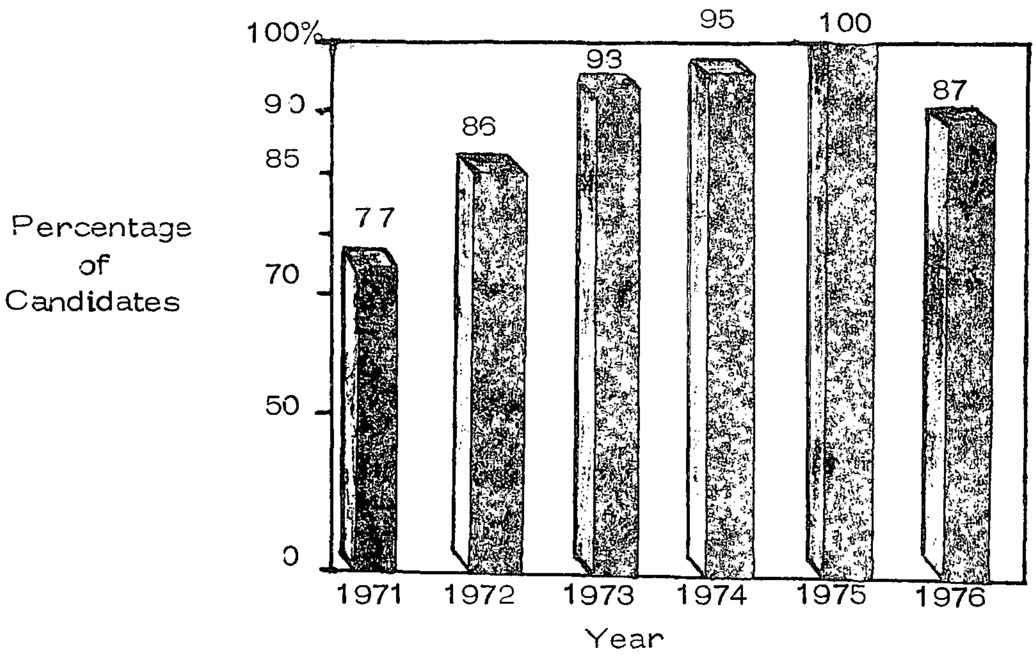
Percentage of academic passes at the 'C' or better level



Urban system with about 500 grade 12 students

TABLE VIII

Comparative data on grade 12 examinations scores of "C" or better. (50% or more)



Small urban system with 170 grade 12 students

---- following are our findings comparing high school marks obtained before and after accreditation.

- In a single high school, as is our case, it is very difficult to attribute any notable grading changes to any single factor. These findings reflect the reason why marks have changed in our high school over the past years.
- The quality of education in the total district has improved over the past decade and thus it shows in the grade XII results. This improved quality is a result of board planning, needs programs and hiring practices which have improved the conditions of learning in schools and classrooms.
- The rating of students by the teachers is still consistent with the departmental expectations. This judgement can be made by studying the marks obtained by students in their appeals. The average of the departmental appeal marks is as high, if not higher than the school marks.
- Some variation in results could be noted from one year to another in a single school because a particular group of students can have a more positive or less positive attitude which permeates an entire grade, but not

necessarily the total student body.

An observable result of the school marking system rather than the departmental finals approach has been the decline in the number of failures. In our grades (9 - 12) high school, there are two contributing factors to explain the decrease. The first is that a final mark is determined by many measures including daily assignments, class participation, research projects, progressive testing, etc. Because of such a broad base it is difficult for a student not to be able to experience enough success to pass. Secondly, teacher exams will test those areas of the course which the teacher emphasized and not necessarily only those which the departmental examination attempts to measure.

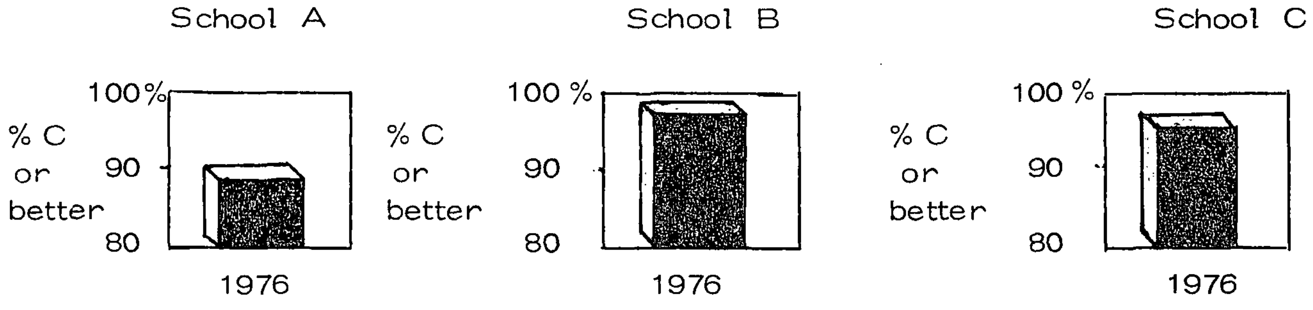
It is our belief that school accreditation marks reflect student performance with at least the same accuracy as measurement by departmental examinations .

Large urban system with 5,000 plus grade 12 students

----- The average proportion of A's and B's awarded to students in the various courses has increased with a corresponding decrease in the number of students receiving C's, D's and F's. Generally, the distribution of marks is greater in the languages and Social Studies than in other subjects. The A's and B's for the languages have increased by eight percent to eighteen percent whereas Mathematics and Science subjects have increased from one percent to six percent.

The apparent variation in evaluative criteria used by schools within our system is the subject of a great deal of "talk" amongst ______________________ high school students and parents. This difference is quite defensible in educational terms. However, politically it's dynamite ---- .

TABLE IV



School A

School B

School C

A school system accredited since 1968

---- I have tried to represent this information in ways which will convey most clearly what I perceive to be happening to grades (standards) in matriculation subjects in ________________________________ .

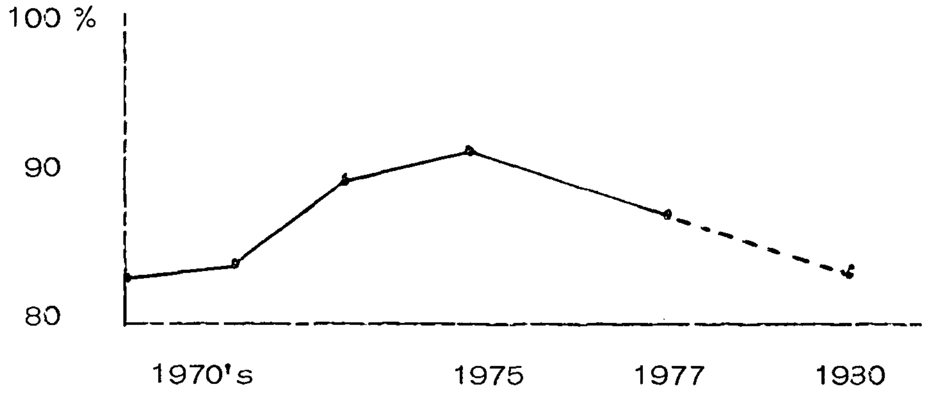
- English and Social Studies A and B percentages have been rising steadily since 1972 - 73. There is no known explanation for this phenomenon.
- In English and Social Studies our student achievement was reasonably consistent from 1967 - 68 through 1972 - 73, i.e., over the preceeding, during and just after the departmentals were abandoned.
- Scores in Mathematics 30, Chemistry 30 - 30 X and Biology 30 have fluctuated over the years. On the whole, they tend to be higher, on the average, from 1972 - 73 on, than they were before that year.
- There has been as obvious increase in percentages of A's and B's awarded in both Mathematics 30 and Biology 30, but not in Chemistry 30, since the departmentals went.
- Most of the increase in high grades has been at the expense of C's and not necessarily due to fewer D's and F's .

SUMMARY

Taking all reporting systems as a group, the data supports the following generalizations. First, the typical line of mark trend over the past five years for local systems was a sharp increase in the first two years after general accreditation, followed by a steady increase in all test subject areas up to 1975. A slight drop was evident in 1976 and 1977. A continuation of this trend to 1980, would likely result in a return to the five year average established under the former system of compulsory examinations, as seen in the following table.

TABLE X

General trend line of marks awarded (50% or better) in all former grade 12 examinations.



Second, the data clearly indicates that there exists a marked difference in evaluative criteria between schools in the same system as well as amongst systems throughout the province.

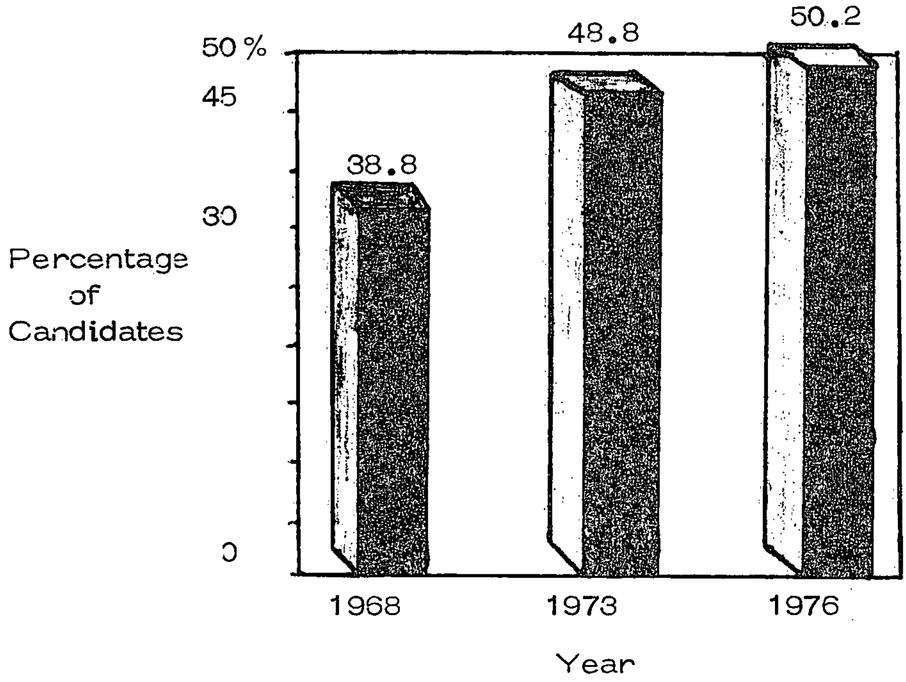
PROVINCIAL TRENDS

What has happened in terms of grade 12 academic achievement province wide since accreditation is of considerable interest and has been the subject of analysis by Alberta Education.[2] This report, appended to this study as Appendix E undertook to determine the following:

1. Changes in mark allocation prior to and since accreditation in grades 10 and 11.

TABLE XI

Summary chart reflecting the increase in percentage of candidates awarded "B" or better (65% or better) in six[1] matriculation subjects.



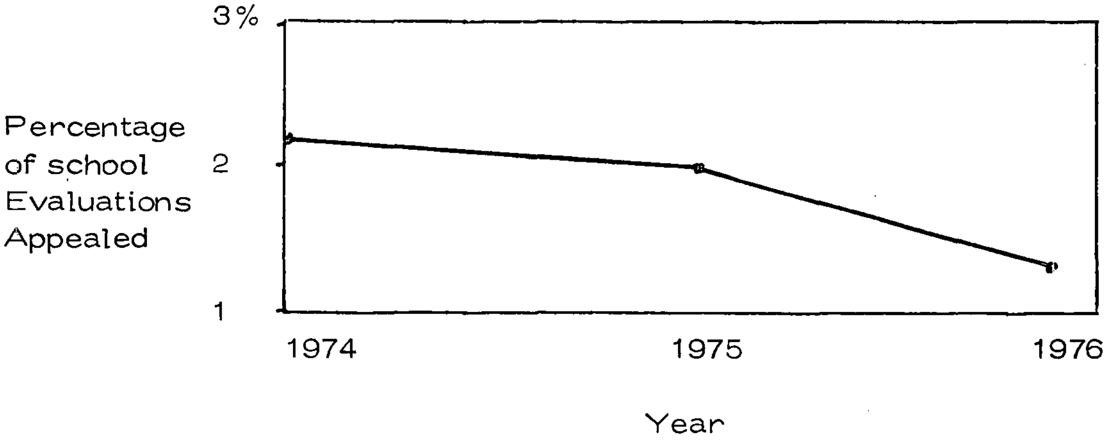
1. English 10-20, Social Studies 10-20 Mathematics 10-20, Biology 10-20, Chemistry 10-20, Physics 10-20.

2. Changes in number of students writing appeal examinations in March and August.

In each of the years 1974 to 1976, approximately 90,000 subject marks awarded by the schools could have been appealed by students writing a departmental examination in March and August. During 1974 and 1975 Reid[3] reports that about two percent of the school evaluations were appealed. However, as seen in the following table, the rate of appeal dropped 35 percent in 1976.

TABLE XII

Summary chart reflecting decrease in number of students appealing school mark.



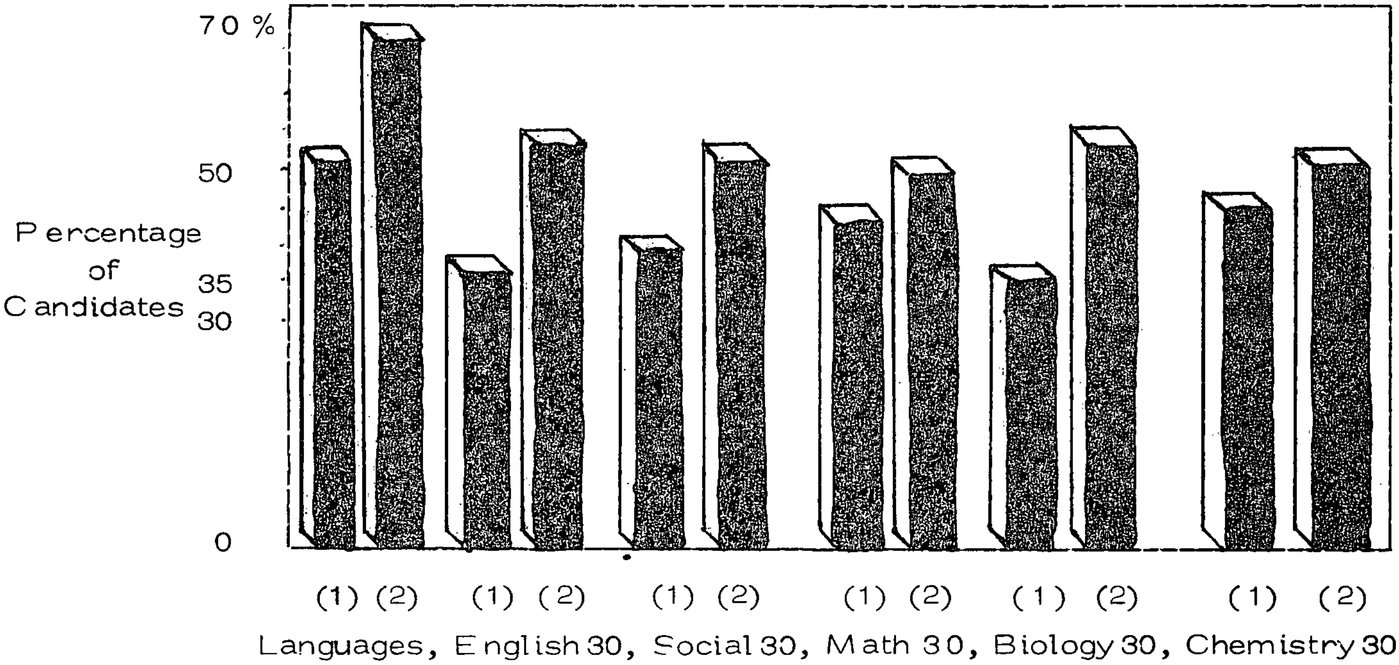
3. Comparison of achievement score in the previous departmental examinations since accreditation.

As indicated in the following table, since accreditation in 1973 there has been a general increase in the A and B grades in all subjects with the exception of those awarded in Chemistry 30 X and

Physics 30 X. The 1966 - 69 B or better percentage for Physics 30X was 54.8 as compared to 54.7 in 1972 - 76. The Chemistry 30 X figures indicate an increase of less than one percent in the post accreditation period.

TABLE XIII

Chart reflecting increase in number of students awarded 'B' or better marks in various subjects.

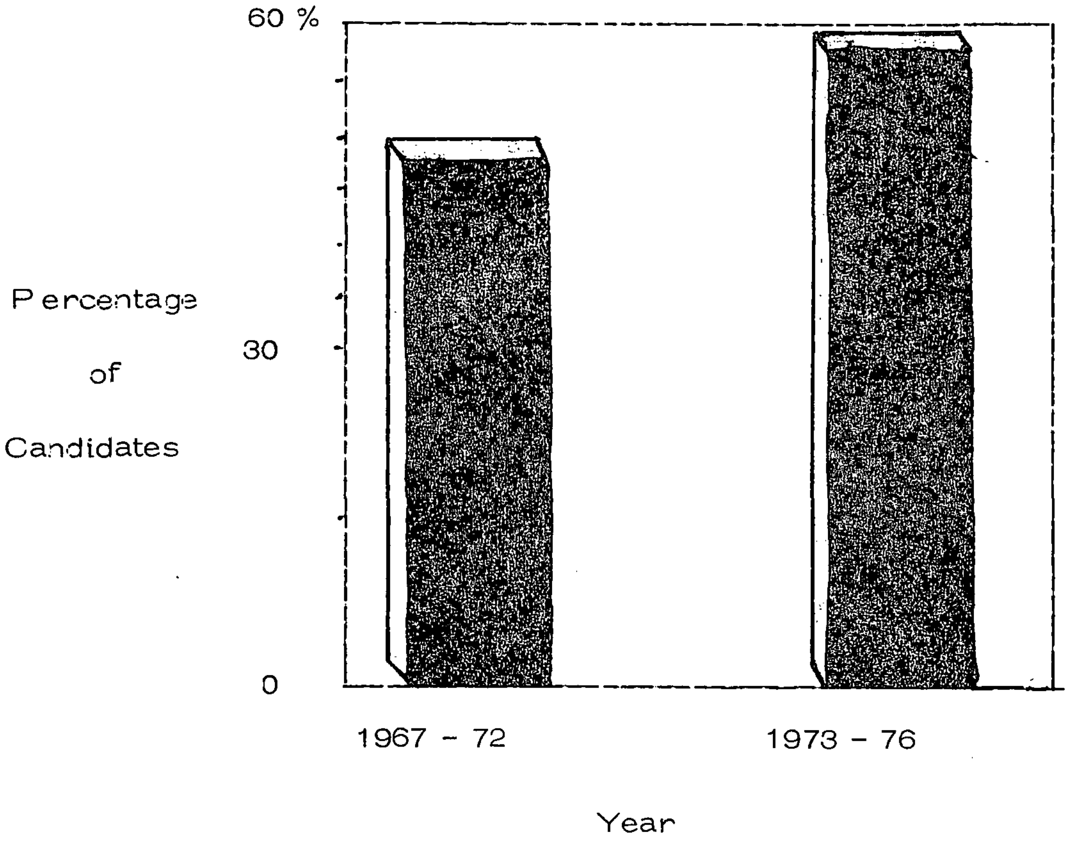


(1) Prior to accreditation 1966 - 71
(2) Since accreditation 1972 - 76

The following table compares the percentages of candidates awarded 65 percent or more ('B' and 'A') in former departmental exams during the "benchmark" year and since accreditation.

TABLE XIV

Chart reflecting the increase in percentages of candidates awarded 65 percent or more (B and A) in former departmental exams[1] during time period of benchmark (1967 - 72) and (1973 - 76).



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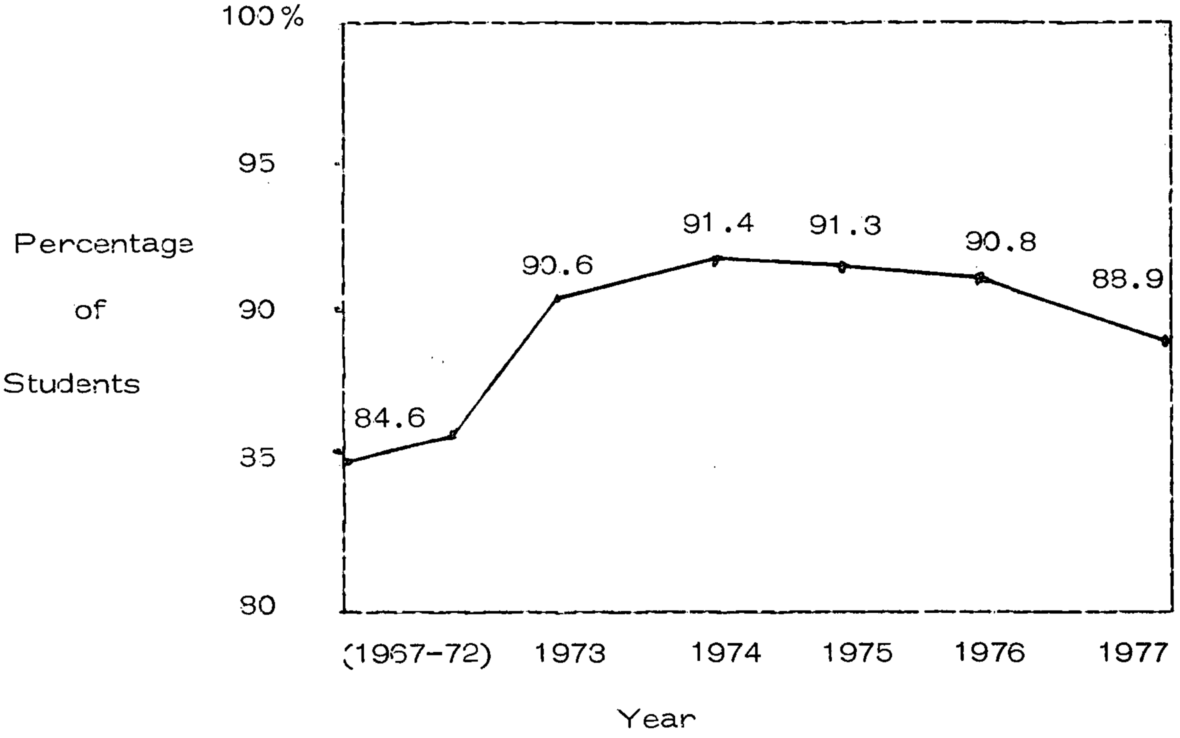
1. In 12 former departmental examinations, English 30, Social Studies 30, Mathematics 30, Mathematics 31, Biology 30, Chemistry 30, Chemistry 30X, Physics 30, Physics 30X, French 30, German 30, Ukrainian 30.

4. Comparison of achievement scores prior to and since accreditation.

The increase in the average proportion of 'B' or better marks to students in various courses has resulted in a corresponding decrease in the number of students receiving C's, D's and F's. The following four tables graphically illustrate this point.

TABLE XV

Chart showing percentages of candidates awarded 50 percent or more (C or better) in former departmental exams [1] during the time periods of benchmark (1967 - 72) and 1973 to 1977.



1. In 12 former departmental examinations, English 30, Social Studies 30, Mathematics 30, Mathematics 31, Biology 30, Chemistry 30, Chemistry 30X, Physics 30, Physics 30X, French 30, German 30, Ukrainian 30.

TABLE XVI

Chart showing percentages of candidates awarded 50 percent or more (C or better) in English 30 during the time periods of benchmark (1967 - 72) and 1973 to 1977.

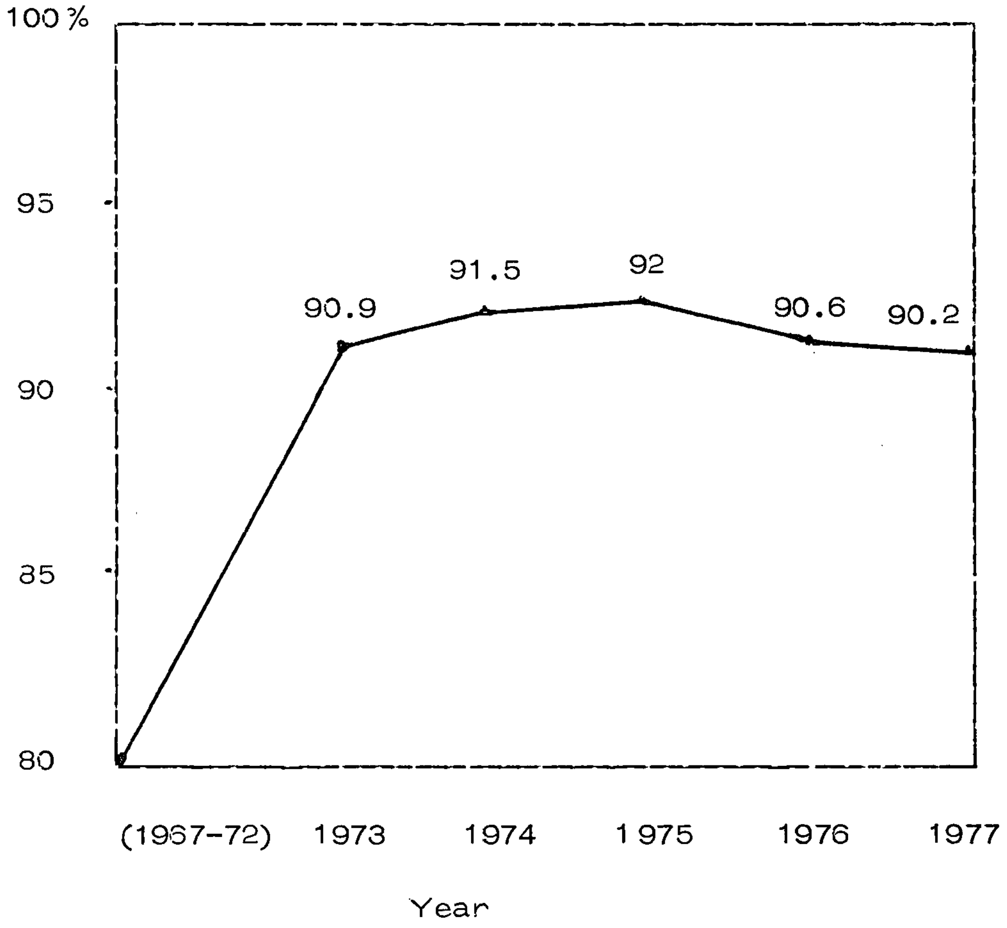
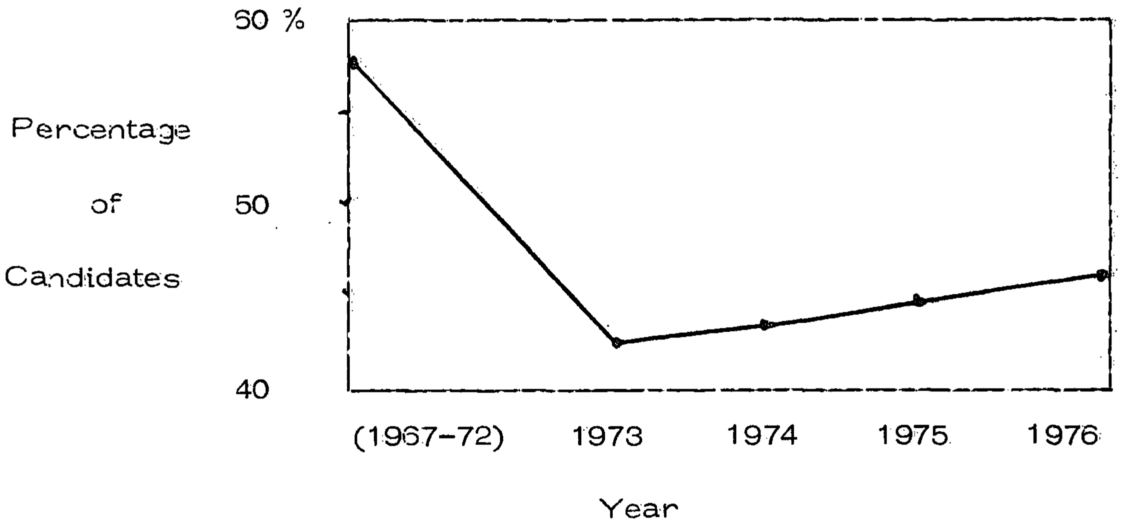


TABLE XVII

Chart showing percentage of candidates awarded C standing (50 % - 64 %) or less in former departmental exams [1] during the time periods of benchmark (1967-72) and 1973 to 1976.



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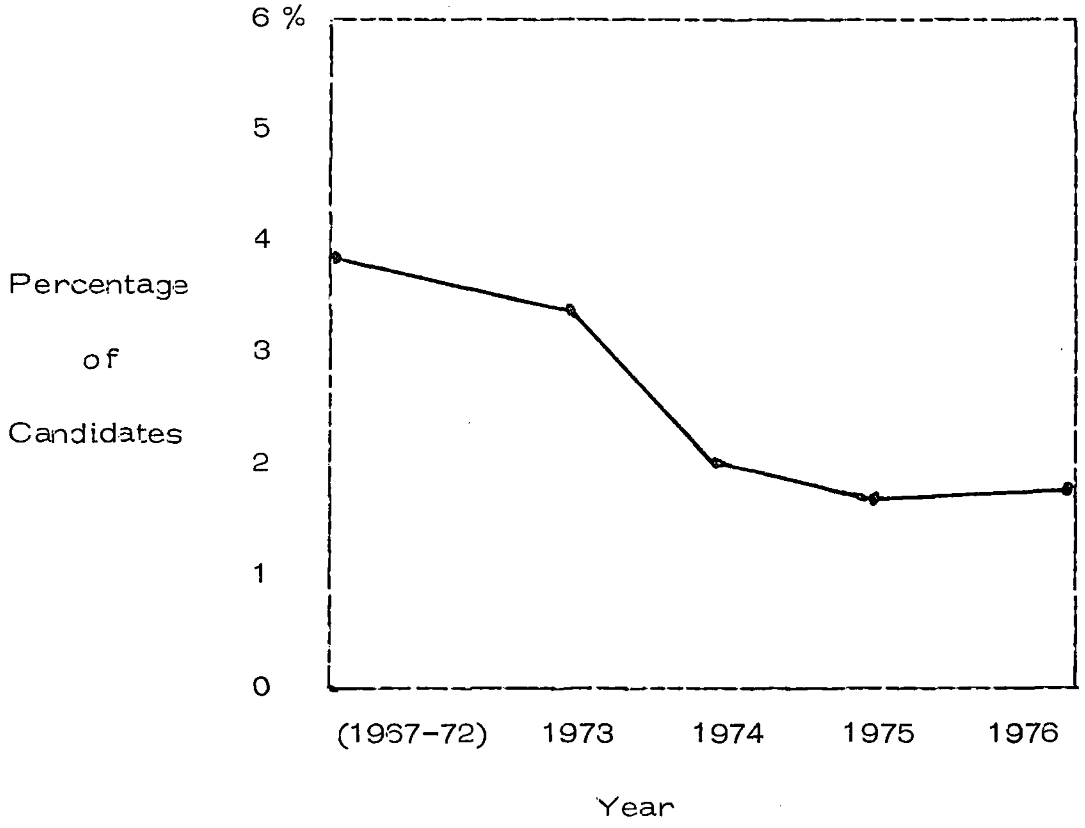
[1] In 12 former departmental examinations, English 30, Social Studies 30, Mathematics 30, Mathematics 31, Biology 30, Chemistry 30, Chemistry 30 X, Physics 30, Physics 30 X, French 30, German 30, Ukrainian 30.

TABLE XVIII

Chart showing percentage of candidates not receiving credit standing in former departmentals during the time periods of benchmark (1967 - 72) and 1973 to 1976.

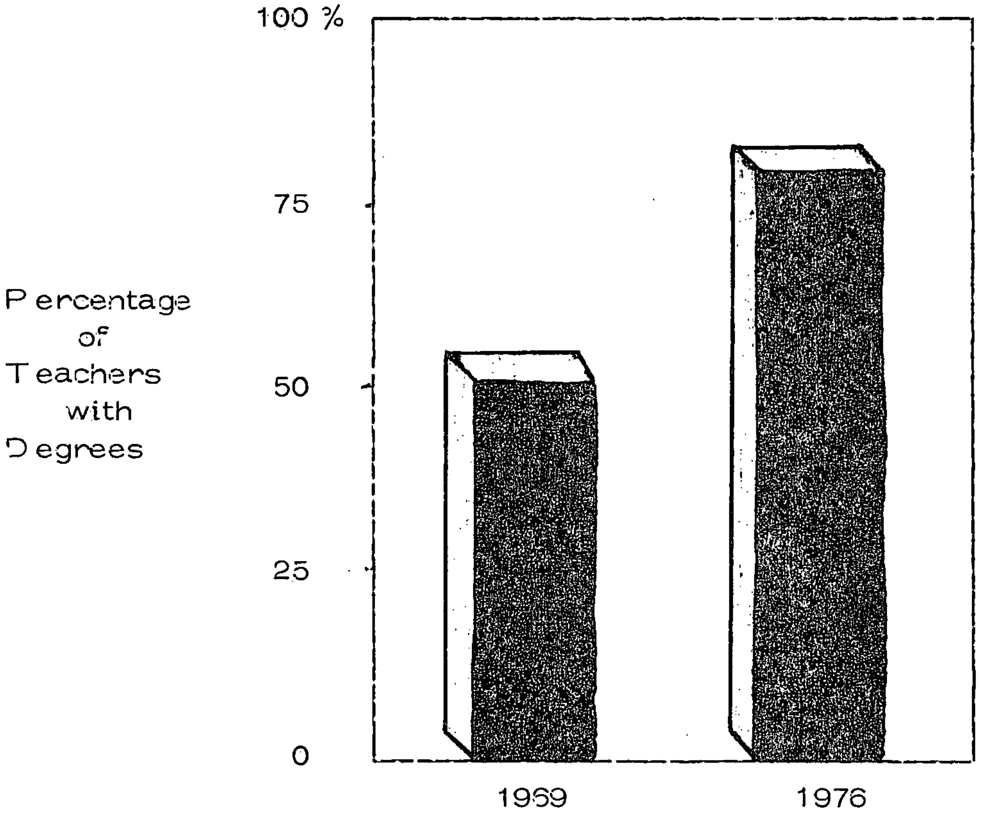


5. Comparison of professional training of teaching staff for the period prior to and since accreditation.

One of a number of variables to be considered when analyzing grade 12 achievement is the professional training of the teacher. Reid[4] reports that the number of teachers with university degrees has increased substantially since 1969. The following table illustrates the change which has occurred.

TABLE XIX

Chart reflecting the increase in percentage of teaching staff with a university degree since 1969.



SUMMARY

This section reviewed mark trends reported by local systems and by the Student Evaluation and Data Processing Services of Alberta Education.

The Reid Study [5] which related to the province at large reported that since accreditation in 1973 there has been a general increase in marks awarded by school staffs in all subjects in all grades with the exception of those awarded in Chemistry 30 X and Physics 30 X. At the grade 10 and 11 levels the distribution during the period 1967 - 68 to 1975 - 76 shows there was an increase in the percentages in both the "A" and "B" grades awarded with a corresponding decrease in the "C", "D" and failure categories.

The school system data analysis established that the changes observed by Reid [6] were general throughout all local reporting areas.

FOOTNOTES TO SECTION III

1. County of Lacombe No. 14, Major Areas of Responsibility of Supervisor of Instruction. Policy, September 1, 1974.

2. Reid, J. E., " A Comparison of Grade 12 Academic Achievement 1966 - 67 to 1968 - 69, and 1972 - 73 to 1975 - 76", Alberta Education, May, 1977.

3. Ibid., page 10

4. Ibid., page 13

5. Ibid.,

6. Ibid.,

GRADE 12 EXAMINATIONS STUDY

VOLUME I

WHAT IS

PART II

AN AUDIT OF THE PUBLICS' PERCEPTIONS

SECTION I

RESEARCH METHODOLOGY

Introduction

The purpose of this component of the study was to gather and analyze the publics' opinions regarding what has happened since compulsory provincial examinations were dropped, and what ought to happen regarding evaluation of student achievement particularly at the grade 12 level. The Study Steering Committee decided from the outset that a province wide, representative sample of all the different publics would be invited to give their opinions. Thus what, and who would be asked, broadly determined the general nature of the data to be collected and to some extent, the method of collection. The costliness of the interview method of gathering opinions prohibited its use as the primary data gathering instrument. It should also be noted that strong feelings, attitudes and emotions are involved in the question of provincial government involvement in evaluation of grade 12 students. In such issues private interviews as a method of collecting data is subject to a great deal of bias and calls for very well trained interviewers. However, in a later decision the Study Steering Committee decided to make limited use of the interview technique after it was determined that 75 percent of the adult respondents indicated a willingness to be interviewed.

THE SURVEY INSTRUMENT

As a primary data collecting tool, the questionnaire was perceived as being very important to the study. Substantial time and effort on the part of the Study Steering Committee were devoted to its design.

Item statements were developed from a multitude of sources. Major sources included policy statements about examinations and quality of education from both provincial and local district governments and interpretations of purposes, reasons for withdrawal and consequences of termination of mandatory external examinations, as stated by various groups, individuals and Study Steering Committee members. The study director, in consultation with Department of Education and University of Alberta personnel and others examined and revised the item statements. They were then discussed in detail by the Committee. The Committee considered advice from MACOSA and other sources and tried to incorporate same into revisions of the questionnaire. Experiences from tryouts arranged by committee members with friends and neighbors also provided useful suggestions for revisions. A decision was made by the committee to control the length of the instrument and to simplify the format in order to enhance return from the public at large. Thus, instead of designing statements which provided precise, hence lengthy definitions of terms and various scenarios, the focus was on presenting the respondent with a whole series of brief but general statements about examinations concerning which the public had formed well crystallized opinions. Even though this approach might have fostered an appearance of bias, the questionnaire was deemed to have both construct and face validity for the purpose of yielding an impressionistic type picture of the perceptions of various publics on this matter.

Sponsorship, and the reason for doing the study were delineated on the front page of the questionnaire. At the end of each section a space was provided for the respondent to make a statement. The back page contained five questions relating to personal characteristics of the respondent while one question asked whether or not the respondent would be willing to be interviewed, if the need arose. The questionnaires were color coded for teachers and students. Those sent to participants by direct mail were white and number coded for purposes of follow - up and group identification.

The design of this component of the study included the following features which were intended to encourage participation: (a) The questionnaire format and printing style were attractive; (b) The direct mail participants received a postage paid, self - addressed envelope for return of the questionnaire; (c) The teachers and students were reached as a group through the principal of the high schools selected to participate. (A particular group of students within each school was chosen to complete the questionnaires during school hours, but at the time of the day when these students met as a group, so as not to disrupt the regular school routine. Teachers were asked to complete the questionnaires, and return them to the principal for bulk mailing); (d) An explanatory letter requesting approval of the participating sample school was sent to each superintendent. On receipt of an affirmative response the principal of each of the sample schools was contacted. When the principal agreed that the school would participate, the questionnaires for the students and teachers of the school were sent with a covering letter and instructions for distribution and return.

POPULATION SURVEYED AND SAMPLING PROCEDURES

Introduction

For purposes of this study, all adult Albertans and grade 12 students were deemed to have either a direct or indirect vested interest in the educational delivery system. Those stakeholders perceived as having a direct stake would include students, educational system employees and employers and parents. The public at large, employers, other than the aforementioned, and post secondary school personnel (employees and employers) could be said to have an indirect interest in what is happening in Alberta schools, particularly at the grade 12 level. Thus, the sample selected to participate in the survey was composed of individuals province-wide who were viewed as belonging to one of the following ten population sub-groups; (a) school trustees, (b) public at large (householders), (c) school superintendents, (d) high school teachers, (e) grade 12 students, (f) high school principals, (g) education consultants, (h) post secondary school personnel, (i) public sector employers, and (j) private sector employers.

The manner of selecting participants from each of the population sub-groups varied. In some instances the total universe (all individuals) in the sub-groups were included in the sample, for some others the individuals were selected by utilizing a random model, while yet for others the selection design used was a mixed model. That is to say the design used a combination of a random and fixed constants model to select individuals out of the groups.

In brief, what the study did, in essence, was to take all steps necessary to insure that the sample was as far as possible representative of the universe samples (total population of the group). Details of the sampling strategies used are outlined in the TECHNICAL REPORT of the GRADE 12 EXAMINATION STUDY.

School Trustees
N = 144

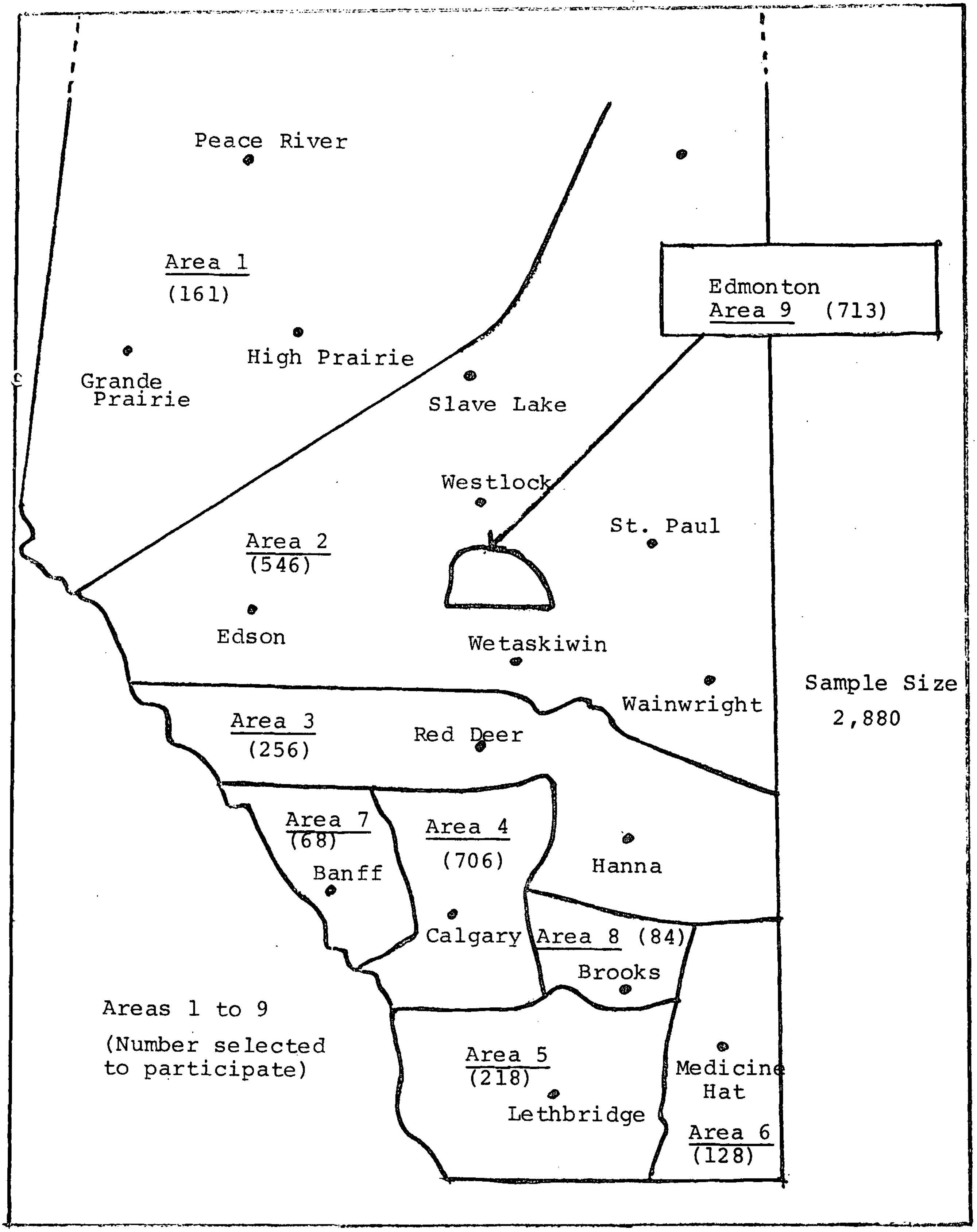
As of May 1, 1977 there were approximately 950 elected school trustees in Alberta serving on 144 boards and committees of county councils. Because it was hypothesized that the chairperson of each board generally represents the consensus of opinions of the trustees on the board on most matters, the total population of school board chairpersons was included in the trustee sample. Hence, it can be assumed that all school trustees in Alberta, through their chairperson were given an opportunity to voice opinions.

Public at Large
N = 2880

From information provided by Alberta Government Telephones (AGT) and the Edmonton Telephone System it was determined that 97 percent to 98 percent of all Alberta householders had telephone service on March 1, 1977. Updated area directories which listed the names and addresses of the domestic user, based on the April, 1977 rent billings were made available to the study director. A sample consisting of 3,000 names was chosen using a combination random and fixed factor (geographic area) sampling design. For detail on the procedures used in securing the sample, see the TECHNICAL REPORT on the GRADE 12 EXAMINATION STUDY. Of the 3,000 addressees, 120 are known to have died or left the area during the period from April 1 st to May 1 st. Envelopes were returned to the study director, marked "deceased" or address unknown. It was considered that this group was not eligible for selection in the first instance, hence the sample size was reduced to 2,880. As seen in Table XX , the sample is composed of nine sub-samples, one from each of the telephone directory areas of Alberta.

TABLE XX
PUBLIC AT LARGE SAMPLE

Map showing telephone directory areas and number of survey participates from each area.


Peace River
Area 1
(161)
Grande Prairie
High Prairie
Slave Lake
Edmonton
Area 9 (713)
Westlock
St. Paul
Area 2
(546)
Edson
Wetaskiwin
Wainwright
Sample Size
2,880
Area 3
(256)
Red Deer
Area 7
(68)
Banff
Area 4
(706)
Hanna
Calgary
Area 8 (84)
Brooks
Areas 1 to 9
(Number selected to participate)
Area 5
(218)
Lethbridge
Medicine Hat
Area 6
(128)

School Superintendents
N = 90

The total population was included in the superintendent sample. Alberta Education provided the study director with an up - dated list of locally appointed school superintendents numbering 90 in all. Two changes in superintendencies took place between the time the list was received on May 1, 1977 and the date of the mailing of the questionnaire. The study director was not advised in time to allow for a correction in mailing lables. Both envelopes were returned marked "address unknown".

Teachers N = 600 and Students N = 2191

For the sampling of these two groups, the high school was used as the basic unit. The principal of the selected school acted as the agent of the study to receive the questionnaires,to explain the study to participants and to collect and return the completed material to the study director. The teachers and students samples were selected on the basis of two criteria. The first was that they belonged to the basic unit school. The second was that teachers were teaching or counselling one-half time or more at the grade 12 level and students were receiving instruction or had received instruction in English 30 or English 33 during the 1976 - 77 school year.

A stratified sample of 52 schools was selected on the basis of two criteria. The first was geographic location. The second was school size. A table which classified all of the high schools (290) in the province offering instruction at the grade 12 level by size and geographic location was used to determine how many schools of a given size were required for the sample. The sample schools of each size were then distributed over eight geographic zones [1]. Finally, the actual schools of the size and geographic area required for the sample were chosen randomly from all such schools with the given characteristics. For detail on the procedure used, the reader is referred to the TECHNICAL REPORT on the GRADE 12 EXAMINATION STUDY. A listing of all schools offering grade 12 instruction in Alberta during the 1976 - 77 school term, and the basic unit sample schools are appended to Volume I of this report as Appendix G .

Principals
N = 290

The total population of principals of high schools offering instruction at the grade 12 level was included in the sample.

Education Consultants
N = 120

The total population of Alberta Education consultants was deemed to consist of the following categories of employees; (a) Consultants and Coordinators assigned to the six regional offices of education, (b) School system central office professional personnel, excluding the superintendent, and (c) Alberta Education central office professional personnel to the assistant deputy minister's level. Using department files, a random sample of 50 individuals from categories (b) and (c) above were selected along with the total population of category (a).

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[1] Edmonton, Calgary and the six Regional Office of Education Zones.

Post secondary school personnel
N = 85

For sampling post secondary institutions the strategy used was to select respondents from amongst the heads of departments within those institutions. The sample (50 participants) originally generated included the following; (a) presidents of the 14 Regional Colleges and two Institutes of Technology, and(b) faculty deans of the four Universities. The population of the latter group consisted of 15 deans from the University of Alberta, 12 deans from University of Calgary, 6 deans from the University of Lethbridge, and one (the president) from the University of Athabasca. In late July 1977, the Study Steering Committee accepted a recommendation from MACOSA that more individuals employed by Colleges and Technical Institutes be added to the sample. Consequently, an additional 35 department heads from these institutions were sent a questionnaire in August. The 20 questionnaires returned, were manually analyzed and the findings incorporated in the frequency and percentage counts.

Employers
N = 400

The sample consisted of 100 employers drawn from the public sector and 300 from the private sector.

Public sector employers

An updated list supplied by the Alberta Municipal Affairs contained the names and addresses of the chairmen and mayors of the following types of public sector employer units: 31 county councils, 112 hospital boards, including those operating teaching hospitals, 10 city councils, 105 town councils, 18 municipal district councils, and 166 village councils for a total of 442. The sample of employers was selected on the basis of three criteria. The first was type, with six categories. The second was size, with four categories and the third was geographic location based on previously described telephone directory areas.

Private sector employers

The sample of employers was drawn by Alberta Treasury's Statistics Branch from a subset of the "ES1" list which is maintained for purposes of the employment and payrolls surveys by Labour division of Statistics Canada. The subset used was the "ES1 respondents' list", the employers on which all had at some time recently been contacted on a Labour Division Survey and had responded. The specifications called for a sample to be drawn from 3,139 employment reporting units which included only units employing twenty or more employees, and only units in the private sector. Crown corporations, including utilities were considered to be private employers. A systematic sample was drawn in which one set of characters in the address was used to create a random start. Sample ratios were provided by the study director for each size category, and a minimun sample size was provided as well as authority to override the ratio if too few employers were selected. These ratios and minima are shown on Table XXI. On the strength of estimates of the file size made, the sample was expected to contain about 900 employers given the sample ratios. In practice, it contained 304. For complete detail on the procedure used in securing the sample, the reader is referred to the TECHNICAL REPORT on the GRADE 12 EXAMINATION STUDY.

TABLE XXI

Employer sample

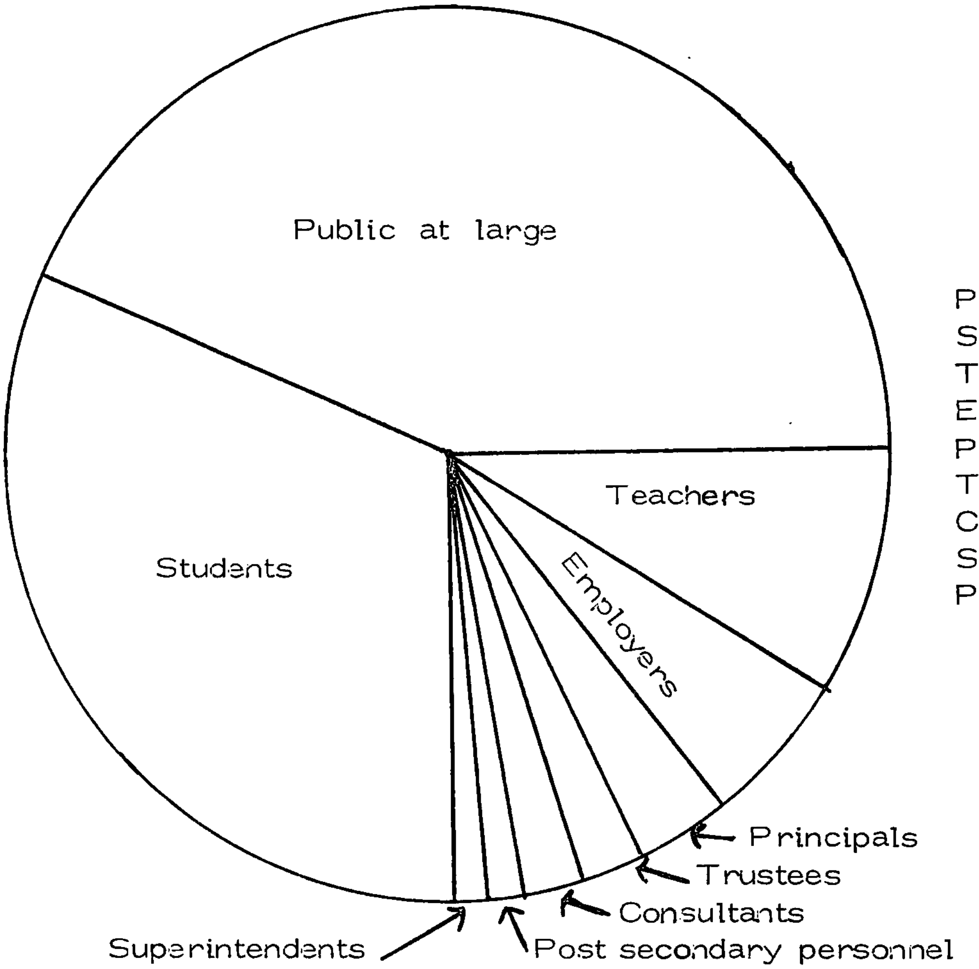
Code	Size Range	Ratio (%)	Minimum Number	Number Selected
0	(5000 - +)	100	2	0
1	(2500 - 4999)	30	3	2
2	(1500 - 2499)	30	5	6
3	(1000 - 1499)	20	5	5
4	(500 - 999)	10	5	5
5	(200 - 499)	10	20	19
6	(100 - 199)	10	20	42
7	(50 - 99)	10	20	73
8	(20 - 49)	10	20	152
9	(19 -)	N/A	N/A	N/A
			100	304

Summary

A total of 6,800 individuals from nine groups were selected to respond to the questionnaire. The following chart reflects the nature of the population of the respondent sample.

TABLE XXII

Percentage distribution of total sample
according to groups.
N = 6,800



Public	- 43 %
Students	- 32
Teachers	- 9
Employers	- 6
Principals	- 4
Trustees	- 2
Consultants	- 2
Superintendents	- 1
Post secondary	- 1
	100

QUESTIONNAIRE RETURNS

Introduction

The central difficulty in all direct mail survey techniques is that the percentage of returns is small. A questionnaire of some interest to the recipient may be expected to show only twenty percent return, even when conditions are favorable [1]. If non-respondents are contacted a second and a third time, the return may be increased to thirty percent.

Research tells us a considerable amount about who does and does not respond to mailed questionnaires. At one time it was felt by many that it was largely a matter of chance whether a person did or did not respond to a questionnaire sent through the mail. If it arrived at a convenient time the recipient would respond to it; if it did not, no response could be expected. A study by Wallace [2] showed that this is not the case at all. He concluded that there are people who by and large tend to return questionnaires, and there are those who do not. Insofar as these groups differ in relevant respects, the results achieved are likely to be biased. Thus it is accepted that the results of this study's questionnaire from all groups except teachers and students may be considered to be biased by an unknown quality.

General Reaction to the Questionnaire

There were over 4,500 questionnaires returned by the cutoff date of July 15, 1977. About one percent of these were not codeable.

An additional 20 questionnaires received from post - secondary school personnel were processed manually after July 15, 1977 for reasons previously mentioned. Approximately 150 questionnaires, the majority of which came from the public at large, were not processed because they arrived too late. A relatively small number of respondents (less than 2 %) were critical of the questionnaire. Points made included the following: A number of respondents said that they did not like the questionnaire because it was "very poorly constructed". Several individuals employed in the field of education said the statements were much too ambiguous. Others said that the questionnaire was biased in favor of examinations. About an equal number of others declared that the questionnaire was biased the other way. Since only about 100 of over 4,476 participants criticized the instrument, it may be inferred that for the vast majority, the general reaction to the questionnaire was satisfactory.

Rate of return

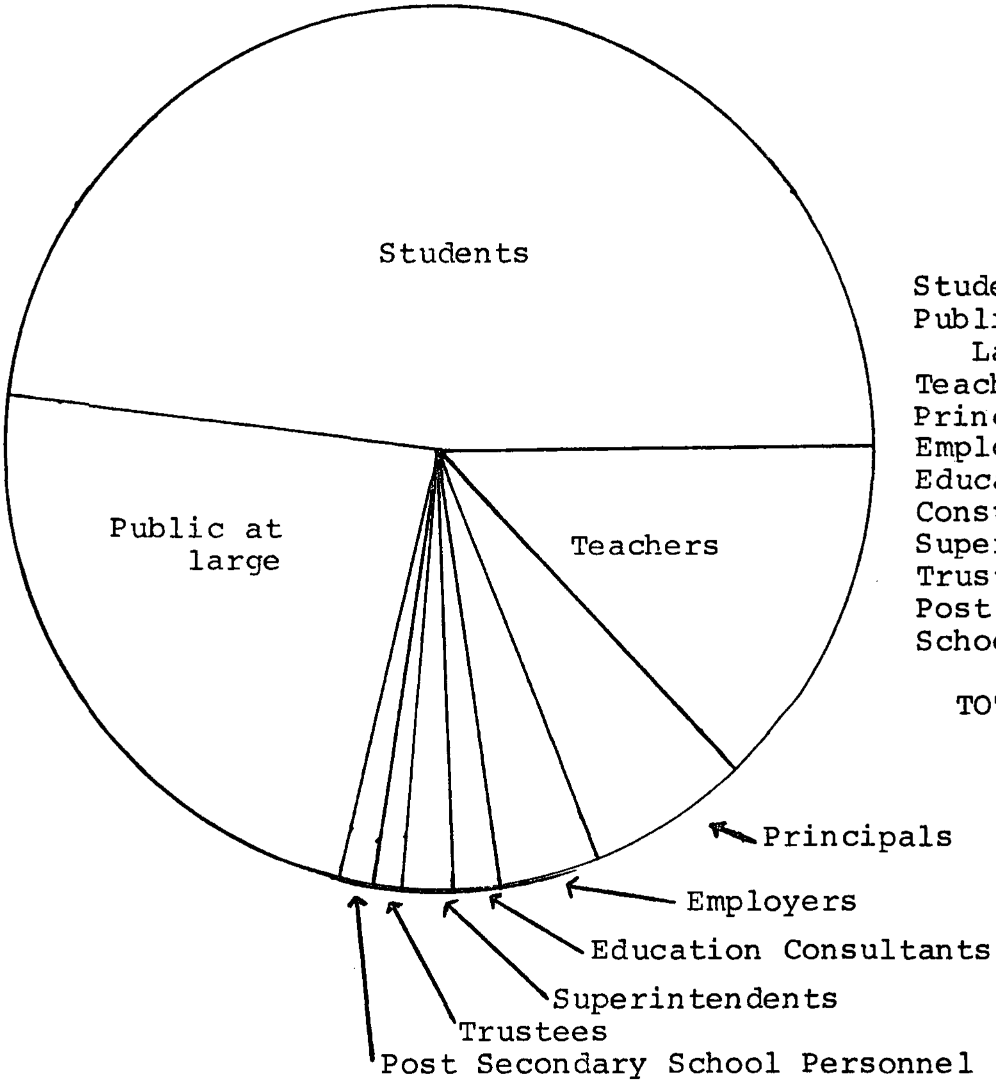
It was expected that the rate of return, from individuals who were clients of, or employed by the educational system, would be fairly high. As shown, in Table XXIII this proved to be the case. Trustee and employer response rate was considered low. In case of the former, the response rate was the third lowest of all groups. There is no known explanation for this phenomenon.

This study considers the rate of return from the public at large as excellent. As previously stated, in direct mail surveys, the expected rate of return rarely ever reaches the 35 percent level even

TABLE XXIII

Chart showing relative size of participating groups

N = 4476



Students	- 48%
Public at Large	- 23
Teachers	- 13
Principals	- 6
Employers	- 4
Education Consultants	- 2
Superintendents	- 2
Trustees	- 1
Post Secondary School Personnel	- 1
TOTAL	100

TABLE XXIV

GROUPS SURVEYED and RATE OF RETURN

GROUPS	Questionnaires distributed	Questionnaires returned	Percentage return
Trustees	144	52	36
Public at large	2880	1021	35
School Superintendents	90	77	86
Schools [1]	52	52	100
Teachers	600	587	98
Students	2191	2171	99
Principals	290	256	88
Education Consultants	120	89	74
Post Secondary School Personnel	85	50	58
Employers (Public Sector)	100	34	34
Employers (Private Sector)	300	139	46
TOTAL	6800	4476	65.4

[1] Basic Units selected at random from total of 290 schools offering instruction at grade 12 level. Questionnaires to teachers of grade 12 subjects, and students registered in either English 30 or 33 were administered by basic unit schools.

if non - respondents are contacted a second and a third time. Because of time constraints, non - respondents were not followed up. Likely, if this procedure had been implemented several hundred more completed questionnaires would have been received in time for processing.

TREATMENT OF DATA

Introduction

The plan for the processing of the data was developed at the time when the questionnaire was designed. That was to use computer analysis to obtain frequency and percentage responses from each population sub - group to each item of the questionnaire. Rather than include a stencil scoring device or separate answer sheet the respondent was directed to circle one of the answer choices printed beside each item statement. In this survey, it was obviously desirable to avoid the use of a separate recording system because of the inconvenience to the respondent. Thus, as a first step in the computer analysis of responses it was necessary that each questionnaire item response, for each respondent, be coded manually. The Fortran coding format was used. Then, the data in interger form, was keypunched and recorded on tape.

Analyses programs

Basically, the questionnaire asked for answers to four questions about standards of achievement of grade 12 students: (a) What is happening? (b) What had led up to this situation - that is, what has happened in the past? (c) What is being thought? What is wanted? By whom? (d) What will happen? What should be done?

The answer to these questions was sought by asking the respondent to react to 96 items categorized as follows; (a) What do you think has happened? 68 items, five of which were spaces for respondent statements, (b) What do you think ought to happen? 20 items, two of which were spaces for write-in statements, (c) Personal characteristics? six items dealing with such matters as educational level, length of stay in Alberta, experience with departmentals, and whether or not the respondent was a parent. It was necessary to add a 97 th field to record the geographic location of the respondent.

A total of 4,476 respondents made 393,360 observations. Omissions in item responses, and blanks in comment spaces account for the difference between recorded observations and the maximum possible (434,172).

In the analyses of these observations the following procedures were used: (a) The printable written comments were retrieved from each questionnaire, and classified according to groups and recorded. (The complete text is on file with Alberta Education). Then, the most typical responses were selected for inclusion in the exemplar sections of the study. An additional list of comments classified as responding to the "WHAT IS" and "WHAT OUGHT TO BE?" questions of the study was compiled and forms part of Appendix D, Volume I, and Appendix C, Volume II; (b) The remaining questionnaire items were analyzed by computer using several "Statistical Package for the Social Sciences"

(SPSS) programs. Computer print outs were produced which provided the following information: (a) Frequency and percentage responses to each item by all respondents, by adult respondents only, by the student group and by each other group; (b) Frequency and percentage responses to each item by each group according to geographic regions; by the total number of respondents according to urban - rural locations and by educational levels for trustees and public at large; (c) Cross tabulations to test for significant relationships between questionnaire items.

Further details on coding format and computer analysis procedures used are presented in the TECHNICAL REPORT on the GRADE 12 EXAMINATIONS STUDY.

INTERVIEW PROCEDURES

The study director reported to the Study Steering Committee in late June that 1,439 of the 2,305 adult respondents had indicated a willingness to be interviewed if the need arose and had provided a name, address and telephone number where they could be reached. The Committee directed that interviews be conducted with a 2 - 3 percent sample of adults from each group and that written thanks be sent by the study director to all those persons willing to be interviewed but not selected.

The interview was structured to perform a validation function as well as to determine; (a) whether the questions were clear to the respondents, (b) whether respondents have additional ideas regarding some of the main topics, and (c) what reasons respondents had for their answers to key questions.

For details with respect to sampling procedures used for selecting interviewees, the reader is referred to the TECHNICAL REPORT on the GRADE 12 EXAMINATIONS STUDY.

FOOTNOTES TO SECTION I

1. Wallace, David "A Case For and Against Mail Questionnaires", Public Opinion Quarterly, XVIII, (1964), Pages 40 - 52.

2. Ibid., page 44

SECTION II

RESULTS AND INTERPRETATIONS OF THE QUESTIONNAIRE SURVEY

Introduction

As previously stated, the questionnaire was designed to gather opinions on the question of what has happened to the quality of education in Alberta since compulsory grade 12 departmental examinations were dropped in 1973. As a logical extension of this assignment the study attempted to find out what the people thought should be done.

This section presents a summary of positions taken by various groups on "what has happened" to standards in education in Alberta since the decision was made to eliminate all compulsory departmental examinations. A further section in Volume II, discusses what the people think "ought to happen".

In order to enhance the flow of the discussions, the number of tables and illustrations was kept to a minimun. For ease of reference complete percentage counts by groups, as well as by regions for each questionnaire item has been appended to this volume as appendix B, page 134.

Has there been a change in the quality of education in Alberta?

In discussing the responses of the people, it is important to put the question in perspective. As part of the questionnaire, the various groups were asked to indicate whether they thought the quality of education had changed within the past five years, and then to indicate (where appropriate) whether the change was for the better or worse. It should be noted here that the questionnaire item had referred to "quality of education" in terms of standards of student achievement (amount learned).

About 80 percent of the respondents in each group thought that there had been a change in the quality of education in the past five years. Generally speaking, the groups who were more closely associated with the educational scene were less definite on whether the change had been for the better or worse. Superintendents, consultants and principals voted marginally in favor of the change being for the better whereas trustees and teachers voted marginally in favor of a change for the worse. The public, employer groups and post secondary school respondents were more definite in their vote for the change being for the worse.

Have standards of achievement changed?

The groups were asked more specifically if they thought that the standards of student achievement had risen, stayed the same or dropped in each of four subjects: Mathematics, English, Social Studies, and Sciences. In all groups, most respondents thought that the standards of achievement in English had dropped. For Mathematics, the groups associated with education (trustees, superintendents, teachers, students, principals, education consultants) thought that the standard had remained about the same. Both the employer groups and the public thought that the standard had dropped. The most common responses for most groups on the science question was that the standard had either risen or remained the same. In Social Studies the responses indicated either a steady or declining standard of performance.

How great has the influence of the withdrawal of departmental examinations been in relation to other influences?

Apart from the withdrawal of examinations there are many other phenomena that have affected the quality of education in the province of Alberta. The study wanted to find out where dropping the departmental examinations would fit in relation to other influences. To this end, a list of potential influences was drawn up and respondents were asked to indicate whether or not each influence was good, bad, or of no consequence. Although the respondents were not asked to rank the influences, it was decided to use the proportion of respondents who indicated that a particular influence was a good or bad one, as an indication of that group's perception of the rank order of the influences. It should be noted that this after-the-fact rank ordering is recognized to be an assumptive leap.

The public rated the influence of withdrawal of examinations in fourth place behind "change in student study habits", "change in lifestyle of teenagers", and "change in society". Forty-two percent thought that the withdrawal of examinations was a bad influence, whereas 17 percent read it as a good influence.

The trustees rated examination withdrawal in ninth place. Again 42 percent thought it a bad influence, 27 percent thought it a good influence. The most commonly selected influences were changes in society, changes in teenage lifestyle and changes in family lifestyle.

The superintendents rated examination withdrawal in eighth place.

Like the other groups, lifestyle and study habits were more commonly selected influences. In the case of examinations, 41 percent of the superintendents thought the influence was bad, whereas 36 percent thought that it was a good influence. The consultants results were similar to the superintendents, except ~~they~~ the consultants gave top rating to the good effects of changing course content.

The students rated examination withdrawal in the last place. Only 17 percent thought that the elimination of the compulsory nature of examinations was a bad influence, whereas 33 percent read it as a good influence. The "change in course content" was rated by the students in first place. Fifty-two percent thought that the change in course content was a good influence whereas eight percent read it as a bad influence. Following closely behind as a good influence was the "change in teaching methods" with a 47 percent vote. The "change in family lifestyles" and "change in lifestyles of teenagers" were rated in last place. In fact, the majority felt that the change in lifestyles were of no consequence.

Principals and teachers gave similar responses, placing examinations in 12 th and 13 th places respectively. Top influences appeared to be lifestyle influences and changes in society. The principals also included changes in course content as a high positive influence, and teachers added changes in student study habits as a negative influence. In their ratings of the examinations, both groups voted for it in the positive direction. (35 percent of principals, and 30 percent of the teachers rated it as a good influence; and 31 percent and 27 percent rated it bad).

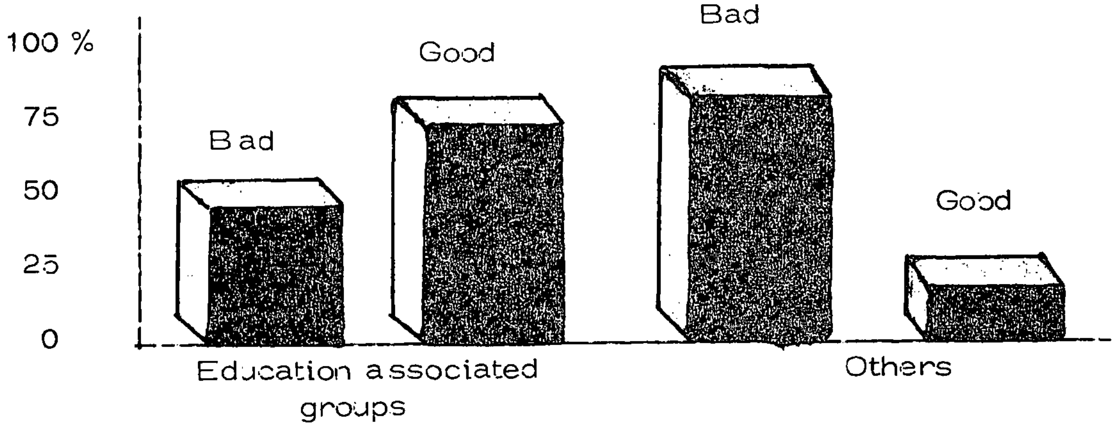
The post secondary school and employers groups all placed the withdrawal of examinations in second position with about 60 percent in each group rating it as a bad influence. Other factors that were placed ahead of it, (or tied with it) were changes in teenage lifestyle and changes in study habits.

As indicated by Table XXV , in general, there appears to be a good deal of difference between the views of groups directly associated with education, and those that are more indirectly involved with it. Although all groups have noted the influence of a changing lifestyle, the education system associated groups do not seem to give the withdrawal of examinations the same importance as the other groups. Perhaps, this is in part caused by a reaction to the questionnaire itself. Since the questionnaire is primarily concerned with grade twelve departmental examinations, respondents outside of the field of education might have taken this as indicating the importance of it as a factor.

TABLE XXV

Influence of with drawal of examinations on "quality of education".

Chart reflecting differences in preceptions amongst various groups.



Having considered the context of the changing quality of education in the province, and having noted that the withdrawal of examinations is just one of many possible influences on education, it is useful to look at the views of the various respondents toward more specific aspects of the grade twelve departmental examinations.

What have been some of the things that have happened since departmental examinations were withdrawn ?

In developing the questionnaire for determining the perceptions of various groups toward the grade 12 examinations, the Study Steering Committee studied lists of reasons that may have contributed to the decision made in 1973 to drop the examinations. It then considered listings of some of the consequences of the decision, both those that were anticipated, and those that were not anticipated in 1973. From these lists, part of the questionnaire was developed to determine the views of the groups on what has happened up to now.

In interpreting the results a few decisions were made. In the case of scales using five points (SA, A, U, D, SD), the SA and A categories were combined, as were the D and SD categories. Whenever 50 percent of the respondents in a group responded in a single category, it was taken as a group consensus.

The first set of questions asked for views about the educational scene since the dropping of the examinations. The questions did not necessarily imply that the dropping of examinations was a causal factor, although that interpretation cannot be precluded.

Relationships to attendance

The questionnaire item stated that: since examinations were dropped, "school attendance has improved". Most groups disagreed with this statement, although there was a tendency amongst the post secondary respondents and students to be undecided. There are several ways that the questions of attendance could be viewed. Examinations could tend to force students to attend for fear of missing something important, or it could be argued that attendance should go up if examinations are dropped since teachers are free to construct activities to meet the needs of individual students. The former notion seems more supported by the questionnaire.

Relationships to grading standards

The item said that since examinations were dropped "fewer students fail grade twelve". This was a question of fact and all groups agreed (60 to 70 percent) with the fact that fewer students do fail grade twelve.

A second statement of fact, "that more students get A's" was greeted with less consensus. The responses of most groups were in the 40 to 60 percent range of agreement with the statement. While the public at large and students indicated agreement at the 34 percent level, the former group had a 30 percent undecided vote. This is not surprising since the public has limited access to the facts.

A related statement, "it is difficult to find out how well students in Alberta are achieving", was agreed to by about 70 to 80 percent of each group except students indicating that they had no easily obtainable information on the subject. The students were the sole exception here, their most common response was agreement, but only 42 percent gave it.

Not only do most respondents find it difficult to find out how well students are doing, they may even be more confused by the lack of comparability of grading practices across schools. Most respondents in each groups (over 90 percent in many groups) agreed to the statement that "An A in one school does not mean the same as an A in another school".

Relationship to the quality of education in the school

Three questions in this section related to internal activities in the school. About two thirds of the respondents in each group disagreed with the statement that "students' study habits had improved". About 60 percent disagreed with the statement that "teachers are more demanding of their students". About half the respondents disagreed with the statement that "subjects such as automotives and music are now considered as important as some of the examination subjects". The post secondary respondents and the employers groups were less certain in their responses. The study had hypothesized that one of the consequences of having examinations was that some of the subjects were not treated with the same importance as the examinations subjects. According to most perceptions, this was a correct assumption.

Relationships with outside agencies

Two questions were directed specifically to the employers and post secondary groups. The first, "employers have more difficulty in selecting employees", was agreed to by about 50 percent of each of these groups. Interestingly enough, the school related groups all disagreed with the statement. It would be interesting to ask employers if they actually used the grade twelve marks in their assessment of potential employees, or if this is only a minor factor. The 50 percent value suggests that the problem may not be a significant one.

The second "external" statement was: "Alberta high school graduates are better prepared for careers and further schooling". About 70 percent of the employers and post secondary respondents disagreed with this statement, whereas in the various school related groups the respondents tended to be more undecided. This may be because the external groups are not as aware of the detailed goals of the school, or it may be because the educational groups are reluctant to make an assertion that reflect on their own competence.

What are some of the factors that may have been caused by eliminating compulsory departmental examinations?

With the second set of questions, an attempt was made to gather views on causal links between the dropping of the compulsory examinations and various areas of the school scene.

Effects on educational flexibility

One of the arguments posed in favor of dropping departmental examinations was that the curriculum could become more flexible if it was no longer under the implicit control of the year end examination. Three statements were directed toward flexibility. All groups strongly agreed that one of the results of dropping the examinations was that there "was more opportunity to adjust courses to the needs of local students". Less agreement characterized the responses to the statement that "dropping the examinations brought about better provisions for students who need special help". Principals, teachers, students, trustees and superintendents tended to agree with the statement, while other groups tended to disagree, but in most cases only 40 to 50 percent of the respondents agreed on a single response. All groups except the students disagreed with the statement "that dropping the examinations resulted in better provision for the brighter students". The proportion of respondents disagreeing with the statement was in the 50 to 60 range.

Effects on teachers

Three statements related to the effects on teachers of dropping the examinations. Most respondents in each groups (except for principals and teachers) disagreed with the statement that "a consequence was better teaching". In the case of teachers and principals the most common response was "undecided". The study guessed that there might be some possibility that teachers would feel a "loss of a sense of achievement" after the withdrawal of the examinations since they would not have the feedback on the success that their efforts had produced. However, 53 percent of the teachers disagreed with this statement. The other groups showed a similar lack of agreement. Most respondents in all groups agreed with the statement that "the dropping of examinations had resulted in more professional responsibility for teachers", a view that is consistent with the early views of the professional associations.

Effects on students

There were five statements related to the consequences on students of dropping the examinations. About 60 percent of the respondents in the non-student groups felt that there had been " a decline in student effort". A similar proportion agreed that "students get less training in working under pressure", but about 50 percent agreed that "there was a lessening of undue stress on students". This might suggest that there are both good and bad things associated with the pressure of examinations. Perhaps some of the pressure is good training, but too much can be dysfunctional.

One of the statements suggests that dropping of examinations might have produced a "loss in sense of achievement for students". The responses tended to fall into two distinct groups. Respondents closely associated with the schools tended to disagree (about 40 percent disagreed in each group). Sixty - six percent of the students disagreed, but because they had not experienced the examinations it might be difficult for them to make the comparison. About 50 percent of the public and employer groups thought that there would be a loss of sense of achievement. Many of these people would have experienced the examinations, and their responses are of some interest for that reason.

It had been speculated that the withdrawal of the examinations might lead to "better self discipline on the part of students" since they no longer had the strong external motivation of the examinations. About 60 percent of the non-student respondents disagreed with the suggestion that students displayed more self discipline.

One statement dealt with a more general matter: did the dropping of the examinations lead to " a decrease in the status of the high school diploma"? Most respondents agreed with this statement. From the responses, it was difficult to determine if the respondents had made the discrimination between the high school diploma and senior matriculation.

It may be that the comparison was between the present diploma and the one earned prior to the elimination of compulsory examinations.

General effect

The final general statement was phrased in the following way; "dropping the examinations has resulted in generally more good than harm". Although the most common responses were disagreement with the statement, in most groups the proportions were in the 40 to 50 percent range, indicating that there was not a strong consensus on this question.

Arguments for and against the return of compulsory departmental examinations.

In an attempt to assess the kinds of reasons that the respondents might find appropriate to a discussion on bringing back grade twelve departmental examinations, the questionnaire had two lists of points that might be used to support or refute the proposition. Eleven reasons were presented to the respondents as points against bringing the examinations back, and ten reasons were listed in favor. Where two thirds of the respondents agreed on a reason, it was taken to be a strong reason.

The public at large indicated three reasons against bringing the examinations back. These were; (a) evaluation of students should be based on the year's work, (b) non-examination subjects are not considered to be as important as examination subjects, and (c) the multiple choice format did not allow testing all of the different kinds of student achievement. Six reasons reached the two thirds criterion in favor of bringing examinations back. These were; (a) examinations had the effect of keeping the instruction in each course about the same across the province, (b) examinations meant that all students in the province were judged on the same basis, (c) the examination certified achievement at the particular standard for the grade twelve level, (d) student learned to work under pressure, (e) students were more likely to work hard, and (f) provincial standards were maintained.

Interestingly, the trustees produced the same set of reasons as the public for bringing the examinations back, and agreed on the first four of the reasons in favor of the return of examinations. The other two reasons did not quite reach the two thirds criterion set. These results suggest that in this case the trustees' views are consistent with their constituents.

All groups agreed that the following were reasons against bringing back the examinations; evaluation of students should be based on the year's work, the multiple choice format was too restrictive; and non-examinations subjects were not given the importance that they deserved. Most of these groups agreed that the examinations tended to standardize course content, that all students in the province were judged on the same basis, and that the examinations certified a particular standard of achievement.

The principals and teachers also noted that another reason against bringing back the examinations was that teachers taught to the examination and did not make provisions for the different needs of students in their classes.

The post secondary school respondents also chose the common reasons, but in addition, 90 percent of them agreed that provincial standards would be maintained if examinations were returned.

Consistent with their positions, two thirds of them noted that employers, universities, colleges and technical schools would know the quality of the applicant that they are getting if examinations were returned.

The employer groups who were in other respects similar to the post secondary respondents, did not select the "knowledge of quality" reason as a point in favor of the return of examinations. Unlike the teacher group, the employers and post secondary groups seemed to assert the motivational qualities of the examinations by selecting "students were more likely to study hard", as one of the points in favor of returning to the departmental examination system.

The student group produced only one reason in favor of examinations, that was "provincial standards would be maintained". They agreed with the usual reasons against bringing the examinations back, but were strong (90 percent) in their view that evaluation should be based on the year's work.

In summary, the most compelling of the listed arguments against bringing the exams back were the multiple choice format, the importance of non - examination subjects, and the desireability of evaluating students on the entire year's work. The most agreed upon reasons across groups for returning to examinations, were the questions of comparability in curriculum and in standards, and the certification of a standard of achievement.

Summary

In considering the analysis of the first portion of the questionnaire, it must be kept in mind that the results have been expressed as trends within each of the respondent groups. These trends do not necessarily represent the strongly held opinions of each and every person within each group.

Generally most respondents think that changes have occurred in the past five years. Respondents from outside the professional educational community tend to feel that the change has been for the worse. Insiders may be more knowledgable, or they may be too close to the situation to make accurate judgements. Outsiders might be merely nostalgic , or they may view the scene with a greater degree of detachment. One thing is true, there are differing points of view held by the majorities in the two groups.

As a factor in the change, examination withdrawal was rated below lifestyle factors in all groups. In the educational groups it is far behind.

It seems clear that the various groups saw a lack of common standards across the province as being a problem. The examinations were viewed as comparable guideposts and nothing appears to have replaced them for this function.

The withdrawal of examinations seems to have allowed more program flexibility but this has not necessarily meant better provisions for individual students. The main effect on teachers has been increased professional responsibility. It may be true that there are as many interpretations of professional responsibility as there are teachers, and each teacher working in a defensible fashion would not necessarily produce common standards.

In considering arguments for and against bringing departmental examinations back, there are three common ones against such a move; (a) evaluation should be on the year's work, (b) the multiple choice format is too restrictive, and (c) non - examination subjects tend to be treated as second class subjects. Of course two of these objections could be overcome by using different examination practices. The first is more difficult. Arguments that seemed favorable to the return of examinations were the maintenance of comparable standards across the province and certification of a known level of achievement. Interestingly enough, even though the majority of respondents agreed with the latter reason, there was nothing in the grade twelve departmental examinations that were conducted that guaranteed this. Also, although students could be compared within a year, there was no guarantee of comparability across years.

The arguments surrounding the departmental examinations are not simple ones. Some of the intentions that surrounded their withdrawal may not have been realized, others have. Societal change has confounded the issue, making it difficult to reach a clear perception of "What has happened"?

RESULTS AND INTERPRETATIONS OF THE INTERVIEWS CONDUCTED

Introduction

Except for the questionnaires given to the grade 12 student respondents, all copies of the questionnaire contained a section on the back page which included the following statement: "Should the need arise, and you are selected for a private interview to discuss what has happened or is happening to the 'quality' of education in Alberta, would you be willing to take the time to talk to us?" Respondents answering "yes" to this question were requested to provide name, address and telephone number.

In late June 1,439 of the 2,305 adult respondents (non student) had indicated that they were willing to be interviewed. Because of this overwhelming response, the Study Steering Committee instructed that interviews be conducted with 2 - 3 percent sample of those adults from each group. The purposes established for the interviews were: (a) To determine how respondents interpreted several key words and phrases in the questionnaire. For example, did respondents use the questionnaire's definition of "quality of education" as equivalent to "standards of student achievement" or did respondents use their own definitions? (b) To obtain more information on the reasons people had for their answers to several major questions; (c) To inquire about any apparently contradictory answers by respondents, such as a respondent's answer of "strongly agree" (SA) to both of the following statements; "The provincial government should bring back compulsory grade 12 examinations" and "The provincial government should inspect schools periodically to determine whether they maintain acceptable standards rather than bring back compulsory examinations"; (d) To determine what knowledge a sample of respondents might have regarding a topic not directly covered in the questionnaire but significant to the general study: do respondents know of any cases, or have they heard rumors concerning school system use of grade 12 examination results as a means for course assignment, transfer, or termination of teachers? (e) To provide a sample of respondents with an opportunity to elaborate on their answers to specific questions of interest to them and/or to point out areas which might have been explored further.

The selection procedure for the interviews involved drawing a random sample of respondents in each of the non - student categories (e.g., post-secondary institution officials, trustees, teachers). This technique was intended to ensure a reasonable proportion of representation from each non - student group. A team of experienced interviewers held interviews with a total of twenty - nine respondents. For details with respect to sampling procedures and interview format used, and names of personnel on the interview team, the reader is referred to the TECHNICAL REPORT of the GRADE 12 EXAMINATIONS STUDY.

On average the interviews lasted about one and a quarter hours, but ranged from three quarters to one - and - a - half hours. The respondents were encouraged to speak freely regarding various specific areas covered by the questionnaire and also regarding related educational issues of concern to them. All respondents were guaranteed anonymity regarding direct quotes or other direct reference to their individual responses. In order to assist this anonymity for respondents in categories with very few persons interviewed, such as superintendents, quotes from respondents are identified only according to the following categories; (a) public at large (including trustees), (b) service receivers (employers and post - secondary educational officials), (c) teachers, (d) principals, and (e) central office officials (consultants and superintendents).

Limitations

This section presents a summary of positions taken by interviewees on "what has happened". A further section in Volume II discusses what the respondents said with respect to future practices in evaluation. It is worth stressing that in consideration of the responses reported in the following section, readers should note that researchers generally agree that about thirty interviews are a satisfactory overall check on responses to a questionnaire. However, when the respondents are subdivided into various categories such as the categories used in the sampling for the study, the total of thirty is not sufficient for confidently making general statements about any one subgroup or category. For instance, while the five interviews conducted with high school principals contribute to an understanding of the responses of the overall total of 1,439 people who were willing to be interviewed, five is too few a number for making any general statement about the category of 162 principals who were willing to be interviewed. The five interviews contribute only to assumptions about what the overall population of ~~162~~ 1439 potential interviewees thinks about the issues raised in the questionnaire. Thus the data gathered from the interviews are not treated by the interviewees' categories or subgroups. Responses are treated only as part of the information gathered from the total of twenty - nine interviews and are reliable only in terms of the representativeness that those twenty - nine have for the total population willing to be interviewed. Further, no valid assumptions can be made about the relationship of this data to the responses of the people who are not willing to be interviewed, a group numbering 366, or about 33 percent of the total non - student population receiving and returning the questionnaire.

What do you think has happened?

The first major area addressed in the interviews was how respondents interpreted the two key words in the stems ("since" and "has resulted") of the first two groups of statements. How did respondents interpret "since" in the stem of "since the examinations were dropped:"? Did the respondent think of since as implying cause and effect or merely sequence? For example, for the statement "since the examinations were dropped, fewer students fail grade 12", did the interviewee think the statement suggested that fewer students fail grade 12 because the examinations were dropped, or merely that the two events have a certain relationship in time?

Of the 29 persons interviewed, 12 thought that the stem implied a cause - effect relationship, 13 thought not, two thought the matter varies according to which of the ten items is being answered, and one thought that the stem implies neither cause nor simple time relationship. One thought that the matter of sequence versus causality is less significant than the question of whether an answer of "undecided" is the same as "don't know". Some sections of the questionnaire had a column for marking "undecided" and some for marking "don't know". None have both columns, yet there is a clear distinction between indecision and lack of knowledge. One of the respondents who answered the statements as implying cause and effect also mentioned during the interview that a "don't know" column should have been included throughout the questionnaire. Respondents exhibited little difference of opinion regarding use of the words "has resulted" in the other stem. Twenty- five respondents assumed that the words implied a cause - effect relationship. One reiterated his "don't know" position, and three stressed variance from question to question. Obviously there was some confusion regarding the intent behind the first set of statements but very little regarding the second set.

Quality versus quantity

The next major question to interview respondents was whether they used the survey's definition of "quality of education" as equivalent to "standards of student achievement" and "standards of student achievement" as equivalent to "amount learned". Only four respondents out of 29 were willing to equate quality with standards and standards with amount learned. Two other respondents used slightly modified forms of the questionnaire's definition of quality, 21 ignored the offered definition and used their own. Two respondents could not remember whether they had used the given definition.

Most respondents stressed that their own definition, which they used in answering the survey questions, is much broader than the definition of quality used in the questionnaire.

Some examples of respondent definitions for quality of education are highlighted below:

> "Competence" (Member of public)
> "The way things were 20 years ago" (Member of public)
> "Graduating kids with their heads screwed on and with the skills to become good citizens; quality and standards don't mix" (Central office official)
> "Can't define quality, only standards" (Member of public)
> "Availability of options, individualized programs" (Member of public)
> "Ability, attitude of student, plus quality of materials and presentation" (Principal)
> "Preparedness for society, work, university; experiences with people and use of knowledge" (Member of public)
> "How the student did at schools, how well, how he coped, what he gained in knowledge and experience" (Member of public)
> "Preparation for job field, attitudes, knowledge, and ability to use learning in later life" (Member of public)
> "Amount of knowledge and ability to apply it to everyday life" (Member of public)
> "Teacher training and students' aptitude and attitude" (Member of public)
> "Focus of individual growth and development which facilitates a social awareness and sensitivity" (Representative of receiving agency)
> "Broadly conceived and over 20 years of comparison" (Principal)
> "In terms of university and Department of Education standards" (Principal)
> "Learning better, not just amount" (Teacher)

> "Teacher preparation and input, plus student achievement" (Principal)
> "Cognitive and affective, self-concept, 3 R's, and level of achievement" (Central office official)
> "Broadly; difficult to apply the questionnaire's definition to some of the questions offered" (Teacher)
> "Thinking beyond standards to a whole set of societal expectations such as the value of doing a thorough job and not just for monetary reward" (Teacher)

Regarding the equation of "standards of student achievement" with "amount learned", several interview respondents pointed out that this definition, when tied to the questionnaire's definition of quality, equated with amount learned. In other words, the questionnaire equates quality with quantity. Most interviewees did not accept this equation as all that vaild. Some of the definitions gleaned from discussions are the following;

> "Related to preparation for the world, not to course content directly; involves reliability, other traits and tools for learning" (Principal)
> "Qualitative at least for English and Social Studies; more but not entirely, quantitative for Maths and Sciences" (Principal)
> "Qualitative, quantitative, plus overall effects of attitude change" (Principal)
> "Amount learned re: specific skills, knowledge, course objectives" (Central office official) (This appears to be the same as the questionnaire's definition)
> "Perhaps amount in Maths, certainly qualitative otherwise" (Central office official)
> "Level of achievement, not amount learned" (Principal)
> "Useful standards must be interpreted as qualitative (Teacher)

In summary then, the discussion focused primarily on the question of a definition of quality. In the cases where standards were discussed in some detail, respondents generally stressed the importance of keeping in mind quality as an aspect of standards. In most cases the issue of quality was clearly separated from the question of amount learned. It is evident that whatever else respondents mean by quality and standards, they do not think that the quality of education is the same thing as standards of student achievement and that such standards are the same thing as amount learned.

Quality of education now, better or worse than five years ago? or has it changed at all?

The next major area discussed in interviews were the reasons interviewees had for answering "better" or "worse" to the above question. Three of the interviewees had originally answered "no change" to the question. However, during the interview one person changed his answer to "yes" and added that quality had changed for the worse. Counting this change, 14 (48 percent) respondents think the quality of education has worsened in the past five years, 11 (38 percent) think the change is for the better, two (7 percent) are unsure of the direction of the change, and two (7 percent) think there has been no change. Of the 14 who think quality is generally worse now, many gave more than one reason for the decline. The reasons cited, including the written comments provided by two respondents when they originally filled out the questionnaire, are summarized below:

	Number of times mentioned
Less emphasis on 3 R's and basic concepts	5
Decline in students' attitude toward school work	5

	Number of times mentioned
Emphasis on broad but superficial range of knowledge	4
Marks inflation	3
Diluted standards by passing poor students	3
Teachers not emphasizing achievement	3
Decline in quality and quantity	2
Influence of part-time jobs, other outside factors	2
Not well prepared for making decisions	1
Lack of standardized tests for use by teachers	1
Scope and content of curriculum difficult to assess	1
Catering too much to immediate interests of students instead of to long range needs and responsibility	1
Semester system breaks up continuity in learning	1

However, three of the respondents who think educational quality is generally worse also cited some positive changes: more academic freedom for teachers, more provision for individual students, benefits of students staying in school longer, and increased opportunities for learning. The 11 respondents who think that educational quality is better cited the following reasons:

	Number of times mentioned
Students have broader, more relevant knowledge	5
More diversified programs, broader view of education	3
High school no longer focussed only on university	2
More students going further in school	2
More flexibility to assist individual student	2
More emphasis on quality than quantity	2
Better curriculum	2
Teachers have more clout now regarding attendance and importance of daily work (if they use the clout)	1
Higher standards now in some courses than when departmentals allowed failing only 10 percent of students	1

However, four respondents who think education is generally better in quality do think that there is a mixed bag because of : a decline in the technical skills in English usage, possibly short - changing of the brightest students, possible problems in setting a good atmosphere in the larger schools, and a decline in the status of the high school diploma although not necessarily in the status of matriculation.

Have standards of achievement in Mathematics, English, Social Studies and Sciences changed ?

The interviewees were asked to discuss their specific answers if they had said that standards of student achievement had "risen" or "dropped". The interview team concentrated on Mathematics and English, but recorded comments in Social Studies and Sciences as well.

Table XXVI indicates how the interviewees had responded to the items when the questionnaires were completed by them .

TABLE XXVI

STANDARD OF ACHIEVEMENT

Count and percentages of total interviewees and responses recorded with respect to each subject

	R(risen)	S(same)	D(dropped)	U(uncertain)*
Mathematics	12 (41%)	4 (14%)	7 (24%)	5 (17%)
English	3 (10%)	6 (21%)	16 (55%)	3 (10%)
Social Studies	4 (14%)	7 (24%)	10 (34%)	7 (24%)
Sciences	10 (34%)	7 (24%)	6 (21%)	5 (17%)

* "Uncertain" includes responses of one person who changed his response to each question from "Risen" to "Uncertain" during the interview.

It is not known how these responses compare with the total number of adult respondents who were willing to be interviewed. Compared to all adult respondents, whether or not willing to be interviewed, there is one significant discrepancy. The interviewers were asked to concentrate on the Mathematics and English areas because these subjects had been identified by the total of adult respondents to the survey as the areas with the greatest drops in standards of achievement. However, among the interview respondents Mathematics was identified as the area in which respondents appeared to be most satisfied with achievement levels. In the other subjects the interview respondents reflect much the same views as the total number of adult respondents. For both the persons interviewed and the total number of adult respondents to the survey, only in the area of English is there a majority opinion that standards have declined.

TABLE XXVII

STATEMENTS MADE BY INTERVIEWEES REGARDING INCREASE OR DECREASE IN AMOUNT LEARNED IN SPECIFIC SUBJECTS DURING THE PAST FIVE YEARS.

Mathematics

Increase in amount learned	Number of respondents
Amount learned has increased	4
Understanding and applying more advanced concepts	3
Curriculum has kept pace with technology	1
No complaints from universities	1
More assistance for both the brighter and weaker students	1

Decrease in amount learned	Number of respondents
More are doing worse	2
Lacking in basic arithmetic because of new math	2
Own child's experience with poor teacher	1

English

Increase in amount learned	Number of respondents
Influence perhaps of media	1
More learned in high school now than used to learn during first year of university	1

Decrease in amount learned	Number of respondents
Ignoring grammar, spelling, other mechanics and writing	4
Poor oral and writing skills	3
Loss of expertise in correct communication although students now have more to say	2
Too much audio - visual approach	2
Loss of 20 - credit requirement for English	2
Loss of continuity in learning language arts skills because of semester system	1
Loss of time for evaluating written work	1
Brighter students have less time for in - depth learning	1
Undisciplined thinking and poor standards re: written assignments	1
Too much freedom for teachers to the detriment of content	1
Proof is in the poor writing of university students	1

TABLE XXVIII

STATEMENT MADE BY INTERVIEWEES REGARDING INCREASE OR DECREASE IN AMOUNT LEARNED IN SPECIFIC SUBJECTS DURING PAST FIVE YEARS

Social Studies

Increase in amount learned	Number of respondents
Shift to issue - oriented approach has increased awareness	2

Decrease in amount learned	Number of respondents
Superficial discussion with no foundation for opinions	3
Too few sources of information available in most schools	1
Too much freedom, no tools to handle it	1
Curriculum all mixed up	1
Curriculum too hard for some and too easy for others	1
No concept of geography or knowledge of other peoples	1
No clear cut sense of responsibilities student owes to society (but the person giving this opinion said the old Social Studies program didn't produce responsible people either)	1

Sciences

Increase in amount learned	Number of respondents
Students know more than before	2
Curriculum more enriched, challenging, and more accommodating to individuals	2
No complaints from universities about science students	1
More inquiry, experimentation, in - depth study	1
Better teaching methods and science equipment	1
Has kept pace with technology	1

Decrease in amount learned	Number of respondents
Students have poorer attitude, poor work habits	1

Questionnaire statements for and against bringing back compulsory departmental grade 12 examinations

The study was concerned with whether or not the statements listed in the questionnaire under reasons for and reasons against were perceived by the respondent to properly belong in the chosen categories. For example, did the respondents think that some statements listed under reasons against bringing back compulsory examinations really belong on the list of reasons for bringing them back. Further, did the respondent answer in terms of whether or not the statements on each list really are good reasons for or against the examinations or did the respondents agree or disagree with the statement without reference to their acceptability as arguments for or against examinations.

Transferability of statements

The written comments from a few of the total number of adult respondents to the survey indicated that some of the items of the list of reasons against bringing back departmental examinations should be on the opposite list. For instance, the statement "Non - examination subjects were not considered to be as important as examination subjects", provoked the written response "Nor should they be". However, only one person interviewed thought that some of the items were transferrable between the lists of reasons for or against.

Weighing of arguments

The interviewers asked whether respondents answered the statement in terms of their value as reasons for or against bringing back examinations or solely in terms of the accuracy of the statements without reference to their weight as arguments pro or con. The thought behind this exercise was that a person could have one of several meanings for an answer of "Agree" or "Disagree" for a question. For instance, an answer of "Agree" to the statement "the multiple choice format did not allow for testing all of the different kinds of student achievement" might mean any of one of several things including: "I agree that this happened", "I agree that this happened and that this is a good reason against departmental examinations", or "I agree that this happened but this is not a good reason against departmental examinations".

Of 29 persons interviewed, only six had weighed the merit of the statements as arguments according to their listing as reasons for or against the departmentals. Twenty respondents had treated the statements only in terms of "Yes, I agree (or disagree) that this is the case". Three respondents could not recall how they had viewed the statements.

Multiple choice answers test format

The manner of treatment is a matter of serious consequence in interpreting the views of respondents. For the statement, "The multiple choice format did not allow for testing all of the different kinds of student achievement", it is one thing to agree that the tests have limitations, and quite another to say that these limitations are a reason for not bringing back the departmental examinations. While 28 of the 29 interview respondents were critical of multiple choice tests, apparently only six consider the limitations of these tests as in themselves good reasons for not having departmentals. Twenty respondents separated the issue of the quality of the multiple choice tests from the issue of the desirability of departmentals. In discussion of the reasons for their answers of "Agree" or "Strongly Agree" to the "multiple choice" format, many respondents expressed very strong opinions against these tests but suggested that compulsory examinations need not be entirely or ever partially in this format.

Because of the strong opinions of 24 respondents who commented on the multiple choice format, their verbatim responses are given below. Of the five persons who did not comment during the interview, only one had not marked "agree" or "strongly agree" in the questionnaire. It is interesting to note that among the criticisms, there are a few positive remarks about multiple choice tests.

> "Can't assess writing via taxonomy; problem re writing assignments and available time for exams; can test grammar via multiple choice but not guarantee its later and proper use - they know proper usage when faced with the choice, but do not carry over the usage to other situations; you need to teach a common content for this type of exam; training people to take multiple choice tests does nothing for them when confronted by other forms of test in university - the kids just get an inflated sense of themselves". (Teacher)
>
> "Need written work, but how to mark it on a common scale with so many markers required for large testing programs; for the interpretation of literature it is very difficult for the student to choose only one good answer; can possibly test some skills, but to what end? the format is too fragmented to tell you whether the student can write; you get no picture of the reasoning process; all you get is a benchmark for better or worse from a poor exam; the multiple choice format lends itself to testing very basic forms of analysis, and these then get stressed in the curriculum to the detriment of things such as really deep thought about readings; the person who can read well and shrewdly evaluate can pass the test without difficulty; only intrinsic and nebulous things about the impact of the departmentals made them worthwhile, not the format"(Teacher)
>
> "Older forms were better; multiple choice tests are limited and farcical; it is better to use a proportion of these plus diagrams and essays" (Principal)

"Multiple-choice tests usually have two answers that could be correct; no opportunity to think for yourself" (Service receiver)

"Too much dependence on luck; reliable only for a few specific facts and types of knowledge" (Member of public)

"Bad to have all multiple-choice; use essays, short answer, matching, not just guessing" (Member of public)

"You can pass on guessing alone; partial multiple-choice may be OK" (Member of public)

"Must be very carefully written to be good, but most are not" (Member of public)

"Terrible for total exam, OK for about one-third of test so not just guessing; they can be a jog to the memory if properly stated, and this is good" (Member of public)

"They inflate the grades of poor students who are good exam writers" (Member of public)

"Need essay tests to truly test achievement" (Member of public"

"The imperfections of multiple-choice tests are really not a reason for not having compulsory examinations" (Member of public)

"School ends in a whimper now at the end of June, but multiple-choice equals multiple guess for the poorer students; there is no opportunity to show your steps in working through a problem, or at least we don't know how the student got the answer; can you test this way for skills and concepts in Math, communications in English, quality of argument in Social Studies? I have helped develop these tests for the Department of Education and say no" (Principal)

"Use only with other formats; I support return of departmentals only if their nature is altered; the departmentals did not give scope for assessment of major knowledge of processes, and gives no credit for processes" (Central office official)

"Need composition also; brighter students are penalized on multiple choice because the brigher students often see valid reasons for at least two of the four possible answers (this is confirmed by Hoffman's research) - they justify two solutions quite easily, unlike the test makers; hard to do listening and viewing skills on a multiple choice test; only STEP test has written work for assessing thought, organization, expression, what about affective domain? Here you need a checklist and guidelines for teachers, not a test per se; appreciation hard to detect in Science and Math; some problem solving not evident in Math multiple choice tests; good to have big item banks for local and provincial testing" (Central office official)

"Guessing, elimination down to two answers; cannot show skills in organization; no testing of articulation in written English; does not test for process in Math; we are testing for bits and pieces we really should not be teaching; favor essays, short answers, assessment of thought and organizational skills, steps in sequence of reasoning, but you have to be careful that topic is specified closely enough that there is little justification for writing off the topic" (Principal)
"Doesn't test for writing skills and logical thinking; should work out a Math problem from beginning to end and get partial credit for process" (Teacher)
"Multiple choice tests save time and money, which may be the worst reasons for evaluating that way; they disregard the whole philosophy for having public education in the first place; could do a lot more English marking with just a little more time; we should assess a broad content area, thinking about and appreciating material, transference of concepts for application elsewhere - all this can be done through writing, and all this takes a huge effort to do well through multiple choice, an effort perhaps beyond the resources even of the Department of Education" (Teacher)
"Depends on subject - hard to do Chemistry theory on multiple choice test, but can do Physics problems; could do 60 percent multiple choice and 40 percent problem solving; could use the departmental for own purposes, but best to have an item bank from which to draw up hundreds of forms and types of tests; essays are hard to mark and usually invalid indicators, best is to combine short answer, problems, multiple choice - but then I am one of few teachers I know who has taken a good course on test development" (Teacher)
"Weak form of testing because disregards composition; the old English 30 test measured how widely read the student was plus his intelligence quotient; you could pass the exam without taking the course if you were intelligent and well read, and particularly if you drilled to take the exam" (Teacher)
"Not adequate for problem solving; no recognition of partial correctness and process; really inadequate regarding values approach in Social Studies: OK largely in Chemistry, no good in English because little chance for originality; OK for certain Math questions" (Teacher)

Analysis of responses to selected statements listed on questionnaire as good reasons FOR returning to compulsory departmental examinations.

"Examination results helped students make career decisions".

On the questionnaire the interviewees as a group had answered this statement slightly in the negative. As indicated in Table XXIX the total adult population was nearly split on the issue. However, the percentage agreeing in both cases is below 50 percent.

TABLE XXIX

Percentage counts of total adult respondents compared to interviewee population

	Agree	Undecided	Disagree
Total adult respondents	40	17	39
Interviewee population	34	21	41

Under the restrictions of research, generalizations from this data to any group except the persons who were willing to be interviewed but not selected are likely unjustifiable. However, it is at least enlightening from a common sense point of view that the responses from the interview group bear a certain similarity to the responses from the total adult population surveyed. Interviewees were invited to comment on their own answers to the question. Nineteen did so. Their responses are categorized below according to the way they had answered the questionnaire.

"Those that had agreed with the statement "

> "May realize they know more than they thought and go on" (Principal)
> "Might rethink career choice where poor in a subject important to the career; I gave up on pharmacy after poor Latin marks" (Member of public)
> "Might go further in area where excellent" (Member of public)
> "Direct correlation with university success, but only in this area, not necessarily other careers" (Teacher)
> "Fairly valid as predictors of university success" (Teacher)
> "Give confidence regarding major decisions about post-secondary school programs; one method of realistic self-guidance" (Principal)
> "Agree, but not that useful for career decisions" (Teacher)
> "Indicate probability of success in post-secondary schooling, but not a good enough indicator to say the student should go into some area; school achievement, rather than standards, is a better indicator of later success in schooling than IQ tests or inflated marks are; ultimately career decisions involve ability, interests, values, contacts, and size of parents' chequebook" (Central office official)

"Those that were undecided about the statement"

> "Students have a good idea what they want to do anyway" (Member of public)
> "Departmentals may not be as useful as local assessments" (Principal)
> "Parents have definite ideas about their children's careers; there is a firm parental desire to move children off the land and into professions, so marks are only a part of the basis for a decision" (Central office official)
> "Gives some advice, but kids do what they think is fun, interesting, and makes them happy; careers are more a heart than a head decision, but the marks can be an influence because of their effect on the overall grade average (which may affect the range of choices) (Teacher)

"Those that disagreed with the statement"

> "Hindered decisions because of bias toward some subjects and exclusion of others; there are more considerations than academic achievement" (Service receiver)
> "Doesn't help career choice - exposure to jobs and experience in work are more important; high school options help choices" (Member of public)
> "General interests more important, but exam scores help open doors to choices; we have to do more to help students clarify the decision process in vocational choice - we should look at grade nine as a starting point" (Principal)
> "Most decisions made before departmentals could influence them: people could make the wrong decision on this basis by relying solely on excellence as the reason for a choice" (Principal)
> "Putting too much stress on priming for exams can hinder later achievement; on basis of scores alone people may, and do, enter the wrong fields, and have been overconfident of their ability" (Teacher)
> "Not a strong factor in post-secondary course selection; students choose careers on the basis of interests and results, and don't need departmentals to tell them about these things" (Teacher)
> "Can throw student off right kind of thinking for career selection; you can write a Kuder Interest Test and get better information; use more human reasons such as private goals and relation to others; why put such a tag on one exam which provides a false assessment; what did the standard say? It was only a list of students in a long line, only an indicator of the point at which the student is right now, and he may have been placed there through an exercise much like a lottery" (Teacher)

"Provincial standards were maintained"

As shown in Table XXX interviewees were less convinced about this statement than the adult population as a whole.

TABLE XXX

Percentage counts of total adult respondents compared to interviewee population.

	Agree	Undecided	Disagree
Total adult respondents	69	14	14
Interviewee population	55	14	27

Interviewees were again invited to comment on their answers. Sixteen did so. Their responses are recorded below according to the way they had answered the questionnaire item.

"Those that had agreed with the statement"

> "Grade inflation has resulted in inaccurate standards; standardize the curricula in all of Canada or at least among neighboring provinces" (Member of public)
> "In small schools the ability levels of the classes (e.g., the class of 1976 varies from the class of 1975) vary; the older teachers know about this variance, but the younger do not, and don't adjust easily; the finals had a role here in showing the relation of local variance to provincial standards" (Principal)
> "Local populations are too small and atypical for a standard; you need a bigger population" (Teacher)
> "Tended to standardize the curriculum, but is that desirable?" (Teacher)
> "More, but more superficial knowledge now; people were influenced by the exams because fearful of them; the exams maintained some standards with respect to mechanics of language, ability to calculate" (Teacher)
> "Indicated a certain level of knowledge and application" (Principal)

"Did so, but it is not wise to exclude from university on this basis; are standards that important? What about the utility of regional variations in curriculum beyond a common core ?" (Teacher)
"Maintained standards only with respect to distribution of marks" (Central office official)
"Probability of success indicated; we should be getting better results overall " (Central office official)

"The one" that was undecided about the statement.

"Why is a provincial standard needed and what is its function? We should see scores as indicators of possibilities, not achievement" (Teacher)

"Those" that had disagreed with the statement

"Provincial standards not a very meaningful term; nobody agrees what standards can or should be measured provincially; I am skeptical that departmentals could do this accurately" (Teacher)
"Standards have no relation to achievement anyway" (Central office official)
"Standards were maintained to a degree, but were they reliable?" (Service receiver)
"An illusory process - it was only a scale, not an indication of achievement; in the 1930's and 40's they tested for IQ as a standard" (Teacher)
"They were not a standard from year to year, just a scale comparing student scores for this year only" (Principal)
"May set but not maintain a standard; there was a problem of having to 'anchor' scores in the mid - 1960's are pre - 1967 marks the same indicators as post - 1967 ones that are anchored to the SCAT (School and College Ability Test)? (Principal)

"Employers, universities, colleges and technical schools knew the 'quality' of applicant they were getting "

On the questionnaire the interviewees as a group were less convinced than the adult respondents, that this statement was correct.

As indicated in Table XXXI a majority of adult respondents perceived that examinations sorted "products" according to quality. The majority of interviewees was either undecided or disagreed with this idea.

TABLE XXXI

Percentage counts of total adult respondents compared to interviewee population

	Agree	Undecided	Disagree
Total adult respondents	52	12	31
Interviewee population	45	17	38

A total of fifteen interviewees took the opportunity to comment.

"Those" that had agreed with the statement.

"Too many varying standards now; different personal and educational backgrounds so employer doesn't know what he is getting and whether the school is producing the particular kinds of skills he wants" (Principal)
"A certain level of knowledge and application was certified" (Principal)
"Proved could produce an 'A' or 'B' under pressure, which is important at university; the institution knows he can succeed" (Member of public)
"Quality could mean perseverance, attendance, prowess; did the score indicate all three?" (Teacher)
"Certified regarding a subject; maintained some kind of universal standard" (Teacher)
"On provincial basis knew you covered the subject matter at a certain percent level; it was a uniform test and showed you were familiar with certain topics; not too long ago Washington State University introduced its own entry level exams because the local scores meant nothing- the students' inabilities would have shown up on a departmental" (Central office official)

"Those" that were undecided about the statement.

"What is indicated, ability or something else? Two students can get the same mark for different reasons; there are things beyond what exams can test " (Teacher)
"From what I read in the papers, employers say they don't know what the grade 12 diploma means" (Principal)

"Those" that had disagreed with the statement.

"No guarantee that a student good in school will be good on a job" (Member of public)
"So they thought, but on basis of limited criteria open to question regarding quality" (Service receiver)
"Not desirable objectives anyway; ability and attitude are more important than the quality of the test scores" (Service receiver)
"Not really anything more than a provider of comparative information within one year, and on limited areas at that" (Principal)
"The whole process was an illusion; employers, etc. thought they knew the quality; the real student still studies in order to learn (as always) and now has more flexibility; students then did know better how to write an exam on a specific topic at a specific time" (Teacher)
"Present reaction has something to do with 'back to basics' complaint of universities, who thought they knew something through the old exams; they knew a level of achievement but little else and couldn't predict the individual's success; there was an administrative convenience to selection on this basis; post-secondary institutions should have their own entrance examinations; so should employers, and they often do; how widely used were the departmental results by small firms ?" (Teacher)
"They knew the mark only, not the quality, and knowledge is not necessarily the absolute determinant of likelihood of success anyway" (Central office official)

" Assessing teachers by the performance of their students was not fair to teachers who had less able students".

Rather than ask interview respondents for their reasons for their answers to these two items, the interviewers attempted to ascertain whether any of the persons interviewed has personal knowledge or has heard rumors about use of departmental examination scores from a teacher's class as a way to rate the teacher for purposes of course assignment, transfer of the teacher, or termination. This question was asked because a number of respondents to the general survey had made written comments that any such use had never been intended, permitted, or made of the departmental examinations. Most of the interview respondents had no personal knowledge of examination results being used by school boards to evaluate teachers, nor had they heard rumors regarding the practice. However, seven interview respondents were aware of "strong rumors", and one respondent had had to make strong efforts to prevent some school boards from rating teachers through student performance on the departmentals. Four respondents had taught in situations where such rating had occurred. In the most extreme case a respondent had been handed ten years' worth of old examinations, told "here is your course" , and warned that he would be fired if a certain proportion of his grade 12 students did not do well on the departmental examination. The other three cases were less severe, but did involve use of the examinations as the basis for assigning teachers to particular grade 12 courses. One interview respondent stressed that, having gotten the message from higher up, he converted his grade 12 course into a sort of drill session regarding the items that would likely appear on the examination. Since these items were not necessarily the ones of most importance or educational benefit to the students -- except in terms of passing the examination -- the students were shortchanged in their education.

SUMMARY

The interview was structured to perform a validation function, as well as to determine: (a) Whether the questions were clear to the respondents; (b) Whether respondents had additional ideas regarding what has happened to the quality of education since 1973; (c) What reasons respondents had for their answers to key questions. Generally the findings gleaned from personal interviews validate the information contained in the completed questionnaires received from all non - student respondents in the survey sample. Comments made by the interviewees stating reasons for answers to key questions are similar in content to those made by the several thousand questionnaire respondents.

Most interviewees think that changes have occurred in the past five years. Those belonging to the educational community tend to feel that the change has been for the better. Interviewees who are non - educationists feel the change has been for the worse. It also seemed quite clear that interviewees, as did the total respondent adult population, saw a lack of common standards across the province as being a problem. In considering the interviewees reasons for and against bringing back compulsory departmental examinations, there are two common reasons against such a move; (a) evaluation should be on the year's work, and (b) the multiple choice format is too restrictive. The argument which seemed favorable to the return of examinations was the maintenance of comparable standards across the province.

As was the case for the questionnaire data, the interviews did not provide a clear picture of "what has happened" to the quality of education since departmental examinations were dropped, nor was there any degree of consensus on the meaning of the term "quality of education".

EXEMPLARS

Literally thousands of written responses to open ended items, and to the question addressed by the survey instrument were classified according to respondent groups and two general questions. In this volume of the report, both exemplary and particularly illuminating and unique statements were selected which addressed the "WHAT IS?" question of the study. The lists of those statement classified as responding to the "WHAT OUGHT TO BE?" question of the study are included in Volume 2 of this report.

While each of the exemplars which follow was chosen as carefully as possible, no one comment can possibly represent all of the ideas expressed. However, the statements selected representing both "sides of the coin" are typical responses of members of the group and along with those selected for inclusion in appendix D, should provide the reader with a credible sample of "what the respondents had to say". Fully two - thirds of the respondents were actively engaged in education, some as clients (students) and others employed by, or were elected officials of, the delivery system. Slightly less than one - third were consumers of the educational "product". Except for making a few corrections in spelling where it was thought that this would improve understanding of the sentiment expressed, the statements are verbatim. Further detail describing the method employed to classify the responses is found in the TECHNICAL REPORT which also includes the full text of all comments made.

WHAT IS

What has happened since the examinations were dropped?

School Trustees

> "Teachers are more lax. Departmentals helped police teachers. There is nothing now to guage their teaching ability".

> "Outstanding teachers are doing a much better job now".

Members of the Public

> "The kids nowadays are having it so damn soft it is absolutely pathetic".

> "Some students may be bright but are unable to perform under pressure, these students gained by dropping examinations".

School Superintendents

> "Decrease in the public confidence in the local high school".

> "More creative teaching at the grade 12 level. I can see many improvements, few drawbacks in the present system".

School Teachers

> "People do not ask teachers for special help anymore, whereas they did when they felt the pressure of the departmentals. There seems to be an attitude of indifference. There's a general lax attitude, and almost NO desire to learn. Just make it easy for us...".

> " Without departmental examinations a student has a better chance to achieve success in grade 12 - one exam does not pass or fail him."

Students

> " The programs taken by the student are not as confined as they were when departmental exams were compulsory. The student can learn things that are especially of interest to him/her."

> " Kids don't know anything and still get a high school diploma - which is considered now a useless piece of paper. I feel it was a great mistake in dropping departmentals."

Principals

> " Fewer guidelines for teachers. Dropping exams has resulted generally in drop in effort on the part of both teacher and student."

> " Students have been able to receive a broader education, relating to their interest."

Consultants

> " I feel that by dropping grade 12 exams that the teachers now have more freedom to adapt curriculum to meet individual and local needs and some pressure has been taken from students, however, built in "accountability" system and consequently some degree of credibility has been lost."

> " Dropping the examinations left a great void, with nothing to replace them. The department of education should have given better leadership in assisting teachers in evaluating their pupils."

Post Secondary School Personnel

> " A loss of understanding as to any definition of "academic standards" for students moving to advanced education."

No statement made expressing a point of view opposite to the above.

Employers (Public Sector)

> " There are no adequate standards for judging the achievement of both teachers and students."

No statement made expressing a point of view opposite to the above.

Employers (Private Sector)

> " A high school diploma is no longer an achievement. I feel very strongly about the trend of moving away from a structured study program. Students coming into the work force are ill disciplined and unable to organize their efforts."

> " Examinations placed too much stress and competition on students."

What changes have affected the quality of education? i.e., standards of student achievement.

....

School Trustees

> " The morality of people in general has degenerated."

Members of the Public

> " Change towards more freedom for students, good students have possibly gained by it, but bad students would need better supervision and stricter discipline, many of whom have not yet learned enough self - discipline to use the free study time for what it is intended for. In recent years it seems the discipline of learning has been sacrificed for the learn as you please or what you please way."

School Superintendents

> "Change of role of Department of Education (less prescriptive). Change of role of local jurisdictions (more autonomy). Change without sufficient planning, knowledge and communication in above."

School Teachers

> "Change in expectations. We live in a society that demands much for little effort. Students work (on jobs) a good part of their school time resulting in less home work being done, therefore, teachers quit asking for what they can't get. Parents and students don't seem to understand this, they demand the same results. Also, television has had an influence, sometimes quite negative, e.g., English on students. Too many mid - term holidays, working mothers and money.

Student

> "There isn't enough discipline; the students are not respectful enough towards their elders."

School Principal

> "I am sorry that 'change of attitudes of society toward education' was not listed above. I feel this has been a major contributing factor to any erosion of standards and/or quality of education if such exists."

Education Consultants

> "Changes in society, the quality of family life and the lack of responsibility in students have been bad influences. Change in the role and expectations of what the school should be doing."

Post Secondary School Personnel

> " Change in the amount of direction which the department has given in prescribing course content."

Employers (Public Sector)

> " No change has been bad. What is important is that standards be maintained."

Employers (Private Sector)

> " Promotional practices now seems to be that no one ever should 'fail'. In my opinion every student should know what it is to be other than always successful. Without ever having known the taste of failure a student is ill prepared to enter a society where competition is keen and failure can be encountered everywhere and anywhere."

Has the Quality of Education changed in the past five years?

……

School Trutees

> " Ability to handle basics appears to have declined."

> " Body of knowledge has increased, logical thinking process which I consider main part of quality, I feel has not changed much."

Members of the Public

> " Generally lower, slacker school system with poorer teachers and lousy attitudes to discipline and learning have made recent high school students very poor risks to employ or promote."

> " It is better because both learning and teaching methods have improved and teachers and students, I feel, are on more of an equal basis. If anything it's getting better but not due to examinations, it is due to the fact that education is broadening in subject matter."

Students

> " I feel the quality is worse because there isn't as much pressure on students and teachers and it is so easy to get a diploma now that it means nothing."

> " The quality of education is better because society demands a good education. They have improved their ways of learning and its much more demanding. Education on the whole is continually getting better and will always improve."

Principals

> " Five years ago I did not encounter 16 year olds with normal or above normal I Q's who were in grade 10 or 11 who were reading two to five years below grade level. It is common now. Further more, these are kids who raise their reading and spelling levels by one to three grade levels when given a bit of intensive classroom instruction. Something is seriously wrong when bright kids who are not hampered by psychological or learning problems are not being taught to read and write. Effective discipline and control have diminished to a critical degree. Students are less literate and less motivated to perform beyond minimum expectations. The improvements in curriculum, technology and availability of education have done little to improve its effect on students."

> "Quality has improved for those students who, 15 years ago, would have dropped out of school. Much better but not only because of the departmental exams being discontinued."

Consultants

> "The quality is about the same, but the quantity of graduates has increased, hence the main ability has decreased. Individual students may be doing much better than before, but there is a group of poorer quality students who are getting through on the basis of little or no effort."

Employers (Public Sector)

> " The quality has deteriorated and student accomplishments decreased."

> " Youth of today generally better informed and knowledgeable than previous generations. (Require more emphasis on basic education i.e., math, English, spelling etc. however)."

Employers (Private Sector)

> " It has become better because both teachers and students have become more open-minded about society, education and life in general."

> " Perhaps improved on certain 'conceptual' topics but lack of structure seems to deter learning of the basics (e.g. , spelling). Basic skill, three R's have declined. Let us get back to fundamentals. We need people who can express themselves fluently, can write (and spell) letters properly and do simple mathematical problems without error."

Comments in support of reasons against bringing back compulsory grade 12 departmental examinations.

……………………………………………………………………

School Trustee

> " Can curtail originality of a good teacher."

Member of the Public

> " My main objective to the 'final' exam is using it as the evaluation totally and allowing (indeed encouraging) teachers and students to work toward final exam results."

Superintendents

> " Examinations as they were before were primarily content oriented with minimum activity in skills."

School Teachers

> " As a teacher, I feel that I am able to do a much better job, and can make my course more interesting and meaningful and more related to current issues if I am not tied to teaching for an examination set by an outside authority."

Student

> " With the exams, students were put under undue stress; their whole mark and years work depended on how well they did. I feel the final exams that school give serve the same purpose, and they are also better because they cover information the student knows."

Principal

> " The examinations provided information about the student in a very limited scope, e.g., specific academic or memorization skills. Areas such as dependability, honesty, willingness to work, etc. were not included and are very important characteristics for employers to know."

Education Consultant

> " It is possible that external examinations kept some teachers honest about their professional responsibilities. However, competent professional teachers were too limited by such examinations. Insecure and/or incompetent teachers were sometimes corrupted by the examination policy."

Post Secondary School Personnel

No comments found to support not re - introducing departmental examinations.

Employer (Public Sector)

> " Before, the students strived only to pass the big threat of departmentals, now they are freer to choose areas of specific interest and variety to the student as an individual."

Employer (Private Sector)

> " Department of Education exams were not and cannot be valid indicators of amount learned and ability to apply knowledge."

Comments in support of reasons for bringing back compulsory grade 12 departmental examinations.

....

School Trustee

> " A standard must be set and the students, whether they are able to reach the standard or not, must have something to compare with. I still believe provincial standards are needed for grading of grade 12 students rather than on each individual class."

Members of the Public

> " The shortcomings inherent in a department exam system may still be preferable to a situation where a student is 'passed' without necessarily having met objective standards of competence, or is allowed to make inappropriate course selections which leave him ill - equipped to move into post secondary training or into the labor market."

Superintendents

> " As mythical as the standards created by departmental exams may have been, at least they were standards by which students, teachers and systems were judged, generally for the betterment of education. Very little has been done to replace what was lost."

Teacher

" At least when we did have 'departmentals' students felt that a certain amount of province wide accomplishment had been achieved. As it stands now, students tend to do the least possible and are more enticed by part time jobs and the all-mighty dollar than they are in their school work. Their first committment should be to learn for the future as well as the present. There is a place for provincial exams in the education system. I believe if used with correct objectives in mind could turn out a better trained or educated individual."

Student

" Although exams are no fun, I think students would (make themselves) learn more if they knew that they had to write an important exam to finish."

Principal

" An external examination is free of bias, personality conflict and prejudice. Examinations allowed students and teachers to work together as a team against an external force. Now an adversary relationship exists. Examinations allowed universities and other post - secondary institutions to select candidates for courses with very limited enrollment on a more equitable basis, 75 per cent meant roughly 75 per cent throughout the province. The system we have now is grossly unfair to kids applying for courses like respiratory technology and physiotherapy."

Education Consultant

" Examinations gave a comparable measure of student achievement from one year to another."

Post Secondary School Personnel

" The examinations would tend to reduce grade inflation."

Employers (Public Sector)

> " Marks are not the only criteria for employers, but they sure help."

Employer (Private Sector)

> " The students knew what work was and the employer did not have to suffer as much as they do now trying to find acceptable help."

APPENDIX A

QUESTIONNAIRE

APPENDIX A

Alberta
EDUCATION

The Minister's Advisory Committee On Student Achievement

Grade 12 Examination Study

Directed by
Grade 12 Examination Study Committee
P.O. Box 1500
High Prairie, Alberta
TOG 1EO

What has happened to the quality of education in Alberta since compulsory grade 12 examinations were dropped in 1973?

Your assistance is needed to answer this question as part of an extensive study authorized by the Minister of Education upon the request of the Legislative Assembly of Alberta. The study involves three parts:

1. a check of local school system policies and regulations on testing and marking.
2. a look at possible changes in the distribution of grades given in grade 12 subjects in the last five years.
3. a sample of people's **opinions** regarding **what has happened** since compulsory provincial examinations were dropped, and **what ought to happen** regarding evaluation of student achievement, particularly at the grade 12 level.

You are one of 10,000 Albertans selected to participate in the third part of this study. This is a unique opportunity for you to give your opinion on this important matter and advise your government on possible policies for the future. You are welcome to make written comments.

INSTRUCTION FOR RETURN

Please complete the questionnaire in the spaces provided and return it in the accompanying self-addressed envelope. No postage stamp required.

What Do You Think Has Happened?

Until 1973, Alberta students were required to write final departmental examinations to qualify for credit in grade 12 Physics, Chemistry, Biology, Mathematics, English, French, German and Social Studies. In 1973, this requirement was dropped. Since then, teachers of these subjects have the same responsibility as teachers of all other subjects to determine a student's final mark in accordance with local school system policies and regulations. Some of the things that people say have happened since these departmental examinations were dropped are listed below.

Indicate whether you agree or disagree with each statement by circling one of the following: STRONGLY AGREE [SA]; AGREE [A]; UNDECIDED [U]; DISAGREE [D]; STRONGLY DISAGREE [SD]. Feel free to use space #24 for a statement of your own.

Please Keep These Definitions In Mind.

Examinations - Grade 12 departmental examinations.
Student - Person enrolled in former **examination** subjects.
Teacher - Person instructing at the grade 12 level.

STATEMENTS

Since the examinations were dropped:

1. school attendance has improved. SA A U D SD
2. fewer **students** fail grade 12. SA A U D SD
3. more **students** get above 80% (grades of A) on their high school diploma. SA A U D SD
4. it is difficult to find out how well **students** in Alberta are achieving. SA A U D SD
5. employers have more difficulty in selecting employees. SA A U D SD
6. **students'** study habits have improved. SA A U D SD
7. an "A" in one school doesn't mean the same as an "A" in another. SA A U D SD
8. Alberta high school graduates are better prepared for careers and further schooling. SA A U D SD
9. **teachers** are more demanding of their **students.** SA A U D SD
10. subjects such as automotives and music in which there were no **examinations** are now considered as important as the former **examination** subjects. SA A U D SD

Dropping examinations has resulted in:

11. better provisions for bright **students.** SA A U D SD
12. a decline in **student** effort. SA A U D SD
13. better teaching. SA A U D SD
14. **students** getting less training and experience in working under pressure. SA A U D SD
15. better provisions for **students** who need special help. SA A U D SD
16. a loss of a sense of achievement for **students.** SA A U D SD
17. a loss of a sense of achievement for **teachers.** SA A U D SD

18. a lessening of undue stress on **students.** SA A U D SD

19. more opportunity to adjust courses to interest of local **students.** SA A U D SD

20. a decline in the status of the high school diploma. SA A U D SD

21. more professional freedom and responsibility for **teachers.** SA A U D SD

22. **students** displaying more self-discipline. SA A U D SD

23. generally more good than harm. SA A U D SD

24. .... SA A U D SD

....

....

Here is a list of changes which some people say have affected the QUALITY OF EDUCATION, i.e., standards of student achievement, in the past five years. Indicate whether you feel the change generally has a good or bad influence on the quality of education by circling one of the following: GOOD INFLUENCE [G]; NO INFLUENCE [N]; BAD INFLUENCE [B]. If you are UNCERTAIN about the influence of the change, circle [U]. Feel free to use space #38 to make a statement of your own.

Please Keep These Definitions In Mind.

Examinations - Grade 12 departmental examinations.
Student - Person enrolled in former **examination** subjects.
Teacher - Person instructing at the grade 12 level.

25. Change in course content. G N B U

26. Change in requirements for university entrance. G N B U

27. Change in **students**' study habits. G N B U

28. Change in employment opportunities. G N B U

29. Change toward mass education. G N B U

30. Change in school promotion practices. G N B U

31. Change in purpose of grade 12 **examinations.** G N B U

32. Change in high school diploma requirements. G N B U

33. Change in requirements for **teacher** certification. G N B U

34. Change in family lifestyle. G N B U

35. Change in lifestyles of teenagers. G N B U

36. Change in society. G N B U

37. Change in teaching methods. G N B U

38. .... G N B U

....

....

Here are two general questions about the quality of education in Alberta. Please check [√] the appropriate boxes. Feel free to use space #41 if you wish to qualify your answer.

39.	Has the quality of education in Alberta changed in the past five years?	YES ☐	NO ☐
40.	If you answered 'yes' to question #39, is the quality of education better or worse now than five years ago?	BETTER ☐	WORSE ☐

41. ....

....

Some people say that standards of student achievement [amount learned] in certain subjects have changed in the past five years. Please check [√] the appropriate boxes to indicate whether you think standards in the following subjects have RISEN [R]; STAYED THE SAME [S]; DROPPED [D]; if you are UNCERTAIN check [√] box [U].

		R	S	D	U
42.	Mathematics	☐	☐	☐	☐
43.	English	☐	☐	☐	☐
44.	Social Studies	☐	☐	☐	☐
45.	Sciences	☐	☐	☐	☐

Here are statements that some people agree are good REASONS AGAINST bringing back compulsory grade 12 departmental examinations. Indicate whether you agree or disagree with each statement listed below by circling one of the following: STRONGLY AGREE [SA]; AGREE [A]; UNDECIDED [U]; DISAGREE [D]; STRONGLY DISAGREE [SD]. Feel free to use space #57 for a statement of your own.

Please Keep These Definitions In Mind.

Examinations - Grade 12 departmental examinations.
Student - Person enrolled in former **examination** subjects.
Teacher - Person instructing at the grade 12 level.

46.	The multiple choice format did not allow for testing all of the different kinds of **student** achievement.	SA	A	U	D	SD
47.	**Teachers** taught to the **examination**, and did not make provision for the different needs of **students** in their classes.	SA	A	U	D	SD
48.	Less able **students** were encouraged to drop out of the **examination** subjects.	SA	A	U	D	SD
49.	Non-examination subjects were not considered to be as important as **examination** subjects.	SA	A	U	D	SD
50.	Assessing **teachers** by the performance of their **students** was not fair to **teachers** who had less able **students**.	SA	A	U	D	SD
51.	Evaluation of **students** should be based on the entire year's work, and not on one **examination**.	SA	A	U	D	SD
52.	The **examinations** cost too much to prepare and administer for the amount of information that was obtained from them.	SA	A	U	D	SD

53. The **examination** system was not adequate for testing **students** who were taking specialized courses (e.g., Latin 30, French 31.) SA A U D SD

54. The **examinations** were too difficult for the non-academic **students** who were taking academic courses such as Social Studies 30 and English 30 which were required for a high school diploma. SA A U D SD

55. The **examination** results were reported in terms of how a **student** compared to the rest of the **students** and not in terms of what the **students** knew. SA A U D SD

56. **Teachers** were not encouraged to improve standards beyond those tested by the **examination.** SA A U D SD

57. .... SA A U D SD

....

Here are statements that some people agree are good REASONS FOR bringing back compulsory grade 12 departmental examinations. Indicate whether you agree or disagree with each statement listed below by circling one of the following: STRONGLY AGREE [SA]; AGREE [A]; UNDECIDED [U]; DISAGREE [D]; STRONGLY DISAGREE [SD];. Feel free to use space #68 for a statement of your own.

Please Keep These Definitions In Mind.

Examinations - Grade 12 departmental examinations.
Student - Person enrolled in former **examination** subjects.
Teacher - Person instructing at the grade 12 level.

58. **Students** were more likely to study hard. SA A U D SD

59. The **examination** certified achievement at the particular standard for the grade 12 level. SA A U D SD

60. **Teachers** didn't have to make unpopular decisions about failing their neighbours' children. SA A U D SD

61. **Examinations** had the effect of keeping instruction in each course about the same across the province. For instance, Math 30 in Lethbridge was about the same as Math 30 in High Level. SA A U D SD

62. **Students** learned to work under pressure. SA A U D SD

63. **Examination** results could be used by school boards to evaluate **teachers.** SA A U D SD

64. **Examinations** meant that all **students** in the province were judged on the same basis. SA A U D SD

65. **Examinaion** results helped **students** make career decisions. SA A U D SD

66. Provincial standards were maintained. SA A U D SD

67. Employers, universities, colleges and technical schools knew the "quality" of applicant they were getting. SA A U D SD

68. .... SA A U D SD

....

....

....

What Do You Think Ought To Happen?

Here are statements that some people make about what should be done to evaluate grade 12 student achievement in Alberta. Indicate whether you agree or disagree with each statement listed below by circling one of the following: STRONGLY AGREE [SA]; AGREE [A]; UNDECIDED [U]; DISAGREE [D]; STRONGLY DISAGREE [SD];. Feel free to use space #79 for a statement of your own.

Please Keep These Definitions In Mind.

Examinations - Grade 12 departmental examinations.
Student - Person enrolled in former **examination** subjects.
Teacher - Person instructing at the grade 12 level.

69.	The provincial government should bring back compulsory grade 12 **examinations.**	SA	A	U	D	SD
70.	The provincial government should inspect schools periodically to determine whether they maintain acceptable standards of **student** achievement rather than bring back compulsory grade 12 **examinations.**	SA	A	U	D	SD
71.	All schools should provide an information booklet to **students** and parents which includes a statement of objectives, course description, grading system and graduation requirements.	SA	A	U	D	SD
72.	**Teachers** should provide **students** early in the school year with course outlines and evaluation procedures to be used during the term.	SA	A	U	D	SD
73.	There shouldn't be any change in the way **students** are presently being tested for achievement.	SA	A	U	D	SD
74.	Education institutions beyond high school level should develop their own selection procedures for admitting candidates.	SA	A	U	D	SD
75.	**Teachers** should be specifically trained to evaluate **student** achievement.	SA	A	U	D	SD
76.	All students should develop a permanent "portfolio of school work" for each high school year so that parents, prospective employers and education institutions beyond high school level can judge performance.	SA	A	U	D	SD
77.	**Examinations** for assessing the general achievement of **students** should measure both knowledge and attitudes.	SA	A	U	D	SD
78.	Schools should continue to certify **student** achievement levels for university entrance.	SA	A	U	D	SD
79.	....	SA	A	U	D	SD

....

....

....

Here are statements about some purposes that compulsory grade 12 examinations might serve. Indicate whether you agree or disagree with each statement listed below by circling one of the following: STRONGLY AGREE [SA]; AGREE [A]; UNDECIDED [U]; DISAGREE [D]; STRONGLY DISAGREE [SA]. Feel free to use space #87 for a statement of your own.

Please Keep These Definitions In Mind.

Examinations - Grade 12 departmental examinations.
Student - Person enrolled in former **examination** subjects.
Teacher - Person instructing at the grade 12 level.

STATEMENTS

If compulsory departmental examinations are to be reintroduced, they should be used for:

80.	a part of the course mark.	SA	A	U	D	SD
81.	all of the course mark.	SA	A	U	D	SD
82.	feedback to **teachers** only.	SA	A	U	D	SD
83.	**students'** self-guidance.	SA	A	U	D	SD
84.	establishing expected provincial achievement levels for each subject.	SA	A	U	D	SD
85.	appeal for the **student** who is dissatisfied with the mark assigned by the **teacher.**	SA	A	U	D	SD
86.	university entrance only	SA	A	U	D	SD
87.	....	SA	A	U	D	SD

88. if you agree with statement No. 80, what proportion of the final mark should be assigned by the **teacher**? Please check (√) the appropriate box or add a percentage of your own.

about 10% ☐

about 25% ☐

about 50% ☐

about 75% ☐

.... ☐

About Yourself

Please check [✓] the appropriate boxes.

		YES	NO
1.	Have you written Alberta grade 12 departmental examinations?	☐	☐
2.	If you answered No to the above question, have you written out of province "High school graduation" government examinations?	☐	☐

3. You have lived in Alberta:

   - the last five years or less ☐
   - more than five years but not all your life ☐
   - all your life ☐

4. Your highest level of formal schooling is:

   - grade 9 or less ☐
   - some high school education ☐
   - finished high school ☐
   - some university education ☐
   - some business or technical education ☐
   - business or technical diploma ☐
   - one or more university degrees ☐

5. Are you a parent? YES ☐ NO ☐

6. Should the need arise, and you are selected for a private interview to discuss what has happened or is happening to the "quality" of education in Alberta, would you be willing to take the time to talk to us? YES ☐ NO ☐

   If yes, please give name, address and phone number.

   ....

   ....

   ....

   ....

Thank you very much for your efforts in completing this questionnaire.

APPENDIX B

WHAT HAS HAPPENED

Questionnaire Responses

TABLE XXXII

Responses of all respondents
Responses of adult respondents
Responses of grade 12 students

TABLE XXXIII

Trustee responses

TABLE XXXIV

Public at large responses

TABLE XXXV

Superintendents responses

TABLE XXXVI

High school teachers responses

TABLE XXXVII

High school principals responses

TABLE XXXVIII

Education consultants responses

TABLE XXXIX

Post secondary school personnel responses

TABLE XXXX

Employers (Public Sector)

TABLE XXXXI

Employers (Private Sector)

TABLE XXXII

RESPONSES TO STATEMENTS
BY (a) all respondents, N= 4476
(b) adult respondents only, N= 2305
(c) student respondents, N= 2171

WHAT DO YOU THINK HAS HAPPENED?

Statement		agree	undecided	disagree
Since the examinations were dropped:				
1. school attendance has improved	(a)	17%	39%	41%
	(b)	15	32	49
	(c)	20	46	33
2. fewer students fail grade 12	(a)	66	17	14
	(b)	68	13	14
	(c)	64	21	13
3. more students get above 80% on (grades of A) their high school diploma	(a)	38	26	39
	(b)	43	25	26
	(c)	34	27	37
4. it is difficult to find out how well students in Alberta are achieving	(a)	55	13	29
	(b)	67	8	20
	(c)	42	19	38
5. employers have more difficulty in selecting employees	(a)	27	23	47
	(b)	36	23	36
	(c)	17	23	58
6. students' study habits have improved	(a)	11	28	58
	(b)	8	20	67
	(c)	13	36	48
7. an "A" in one school doesn't mean the same as an "A" in another	(a)	76	9	12
	(b)	83	6	7
	(c)	69	12	18

TABLE XXXII (Cont.)

Statement		agree	undecided	disagree
8. Alberta high school graduates are better prepared for careers and further schooling	(a)	20%	34%	43%
	(b)	16	27	53
	(c)	24	43	32
9. teachers are more demanding of their students	(a)	24	26	48
	(b)	14	21	61
	(c)	29	30	34
10. subjects such as automotives and music in which there were no examinations are now considered as important as the former examination subjects	(a)	37	22	38
	(b)	38	19	39
	(c)	35	25	38
Dropping examinations has resulted in:				
11. better provisions for bright students	(a)	26	28	43
	(b)	24	18	54
	(c)	28	38	32
12. a decline in student effort	(a)	50	14	33
	(b)	61	11	24
	(c)	39	16	43
13. better teaching	(a)	25	31	41
	(b)	23	27	45
	(c)	26	35	37
14. students getting less training and experience inworking under pressure	(a)	51	14	32
	(b)	64	10	21
	(c)	37	18	43
15. better provisions for students who need special help	(a)	48	23	26
	(b)	38	22	35
	(c)	57	24	17

(a) all respondents (b) adult respondents only

(c) student respondents

TABLE XXXII (Cont.)

Statement		agree	undecided	disagree
16. a loss of a sense of achievement for students.	(a)	31%	16%	51%
	(b)	44	16	36
	(c)	17	16	66
17. a loss of a sense of achievement for teachers	(a)	24	26	47
	(b)	34	20	42
	(c)	14	33	52
18. a lessening of undue stress on students	(a)	62	14	20
	(b)	56	15	25
	(c)	69	14	16
19. more opportunity to adjust courses to interest of local students	(a)	69	17	11
	(b)	68	14	14
	(c)	71	19	8
20. a decline in the status of the high school diploma	(a)	46	17	34
	(b)	62	11	23
	(c)	29	23	46
21. more profesional freedom and responsibility for teachers	(a)	62	19	15
	(b)	66	13	17
	(c)	58	26	14
22. students displaying more self-discipline	(a)	24	27	46
	(b)	16	20	60
	(c)	33	34	31
23. generally more good than harm	(a)	42	22	31
	(b)	30	18	46
	(c)	54	26	16

(a) all respondents (b) adult respondents only
(c) student respondents

TABLE XXXII (Cont.)

Statement		agree	undecided	disagree
REASONS AGAINST bringing back				
46. The multiple choice format did not allow testing all of the different kinds of student achievement.	(a)	74%	8%	15%
	(b)	76	5	15
	(c)	71	12	15
47. Teachers taught to the examination, and did not make provision for the different needs of students in their classes	(a)	65	13	19
	(b)	58	9	29
	(c)	73	17	9
48. Less able students were encouraged to drop out of the examination subjects.	(a)	56	20	21
	(b)	55	15	26
	(c)	56	26	16
49. Non-examination subjects were not considered to be as important as examination subjects.	(a)	73	10	13
	(b)	76	6	14
	(c)	71	14	13
50. Assessing teachers by the performance of their students was not fair to teachers who had less able students.	(a)	63	15	19
	(b)	63	10	23
	(c)	63	21	14
51. Evaluation of students should be based on the entire year's work, and not on one examination.	(a)	86	5	6
	(b)	81	5	9
	(c)	91	4	3

(a) all respondents (b) adult respondents only

(c) student respondents

TABLE XXXII (Cont.)

Statement		agree	undecided	disagree
52. The examinations cost too much to prepare and administer for the amount of information that was obtained from them.	(a)	33%	33%	32 %
	(b)	23	24	48
	(c)	42	42	14
53. The examination system was not adequate for testing students who were taking specialized courses (e.g., Latin 30, French 31.)	(a)	38	40	18
	(b)	36	33	28
	(c)	41	49	8
54. The examinations were too difficult for the non - academic students who were taking academic courses such as Social Studies 30 and English 30 which were required for a high school diploma.	(a)	40	24	32
	(b)	29	20	46
	(c)	52	29	17
55. The examination results were reported in terms of how a student compared to the rest of the students and not in terms of what the students knew.	(a)	60	17	18
	(b)	56	13	27
	(c)	66	22	9
56. Teachers were not encouraged to improve stadards beyond those tested by the examination.	(a)	45	24	26
	(b)	40	14	40
	(c)	50	34	11
58. Students were more likely to study hard.	(a)	59	9	29
	(b)	69	7	20
	(c)	49	10	38

(a) all respondents (b) adult respondents only
(c) student respondents

TABLE XXXII (Cont.)

Statement	agree	undecided	disagree
59. The examination certified achievement at the particular standard for the grade 12 level.	(a) 56%	18%	22%
	(b) 71	9	15
	(c) 41	28	28
60. Teachers didn't have to make unpopular decisions about failing their neighbours' children.	(a) 38	17	40
	(b) 47	12	36
	(c) 29	23	45
61. Examinations had the effect of keeping instruction in each course about the same across the province. For instance, Math 30 in Lethbridge was about the same as Math 30 in High Level.	(a) 67	14	15
	(b) 76	7	12
	(c) 58	21	18
62. Students learn to work under pressure.	(a) 55	13	28
	(b) 68	10	18
	(c) 43	16	39
63. Examination results could be used by school boards to evaluate teachers.	(a) 32	16	28
	(b) 34	15	47
	(c) 30	18	49
64. Examinations meant that all students in the province were judged on the same basis.	(a) 70	10	17
	(b) 76	6	14
	(c) 63	14	21
65. Examination results helped students make career decisions.	(a) 29	19	49
	(b) 40	17	39
	(c) 18	20	59

(a) all respondents (b) adult respondents only
(b) student respondents

TABLE XXXII (Cont.)

Statement		agree	undecided	disagree
66. Provincial standards were maintained.	(a)	58%	25 %	17 %
	(b)	69	14	14
	(c)	~~70~~ 40	37	21
67. Employers, universities, colleges and technical schools knew the "quality" of applicant they were getting.	(a)	44	14	36
	(b)	52	12	31
	(c)	35	17	18

(a) all respondents (b) adult respondents only
(b) student respondents

TABLE XXXII (Cont.)

Statement		G	N	B	U
Here is a list of changes which some people say have affected the QUALITY OF EDUCATION, i.e., standards of student achievement, in the past five years.					
25. Change in course content.	(a)	48%	18%	11%	19%
	(b)	44	17	14	19
	(c)	52	18	8	18
26. Change in requirements for university entrance.	(a)	28	19	29	19
	(b)	22	16	38	17
	(c)	34	21	20	21
27. Change in students' study habits.	(a)	16	25	40	15
	(b)	10	19	52	13
	(c)	22	31	27	17
28. Change in employment opportunities.	(a)	23	33	20	20
	(b)	15	32	27	21
	(c)	32	33	14	19
29. Change toward mass education.	(a)	18	20	34	24
	(b)	17	18	39	20
	(c)	20	21	29	27
30. Change in school promotion practices.	(a)	19	22	27	28
	(b)	18	17	40	20
	(c)	21	27	13	36
31. Change in purpose of grade 12 examinations.	(a)	28	19	28	21
	(b)	24	15	38	17
	(c)	33	23	17	24
32. Change in high school diploma requirements.	(a)	21	27	30	17
	(b)	15	22	41	16
	(c)	27	32	18	19
33. Change in requirements for teacher certification.	(a)	30	26	15	25
	(b)	33	26	15	21
	(c)	26	27	16	29

G - Good Influence N - No Influence B - Bad Influence
U - Uncertain

(a) all respondents (b) adult respondents only (c) student respondents

TABLE XXXII (Cont.)

Statement	G	N	B	U
34. Change in family lifestyle.	(a) 11%	38 %	29%	19%
	(b) 7	27	42	18
	(c) 15	48	14	19
35. Change in lifestyles of teenagers.	(a) 14	27	39	16
	(b) 7	19	54	15
	(c) 22	36	23	16
36. Change in society.	(a) 14	26	36	20
	(b) 8	19	50	18
	(c) 21	33	21	23
37. Change in teaching methods.	(a) 42	16	19	18
	(b) 37	15	23	19
	(c) 47%	17 %	14 %	17 %

Here are two general questions about the quality of education in Alberta. Please check the appropriate boxes. Feel free to use space #41 if you wish to qualify your answer.

	YES	NO
39. Has the quality of education in Alberta changed in the past five years?	(a) 82%	11%
	(b) 82	10
	(c) 82	12
40. If you answered 'yes' to question #39, is the quality of education better or worse now than five years ago?	Better	Worse
	(a) 38	42
	(b) 28	51
	(c) 48	32

G - Good Influence N - No Influence B - Bad Influence
U - Uncertain

(a) all respondents (b) adult respondents only (c) student respondents

TABLE XXXII (Cont.)

Statement		R	S	D	U
Have standards of student achievement (amount learned) in the following subjects changed?					
42. Mathematics	(a)	30%	30%	23%	13%
	(b)	22	27	31	15
	(c)	38	34	15	11
43. English	(a)	19	29	39	10
	(b)	10	20	54	11
	(c)	28	38	24	9
44. Social Studies	(a)	23	35	23	16
	(b)	19	28	30	18
	(c)	28	41	15	13
45. Sciences	(a)	36	29	15	16
	(b)	30	27	18	19
	(c)	41	32	11	13

R - Risen S - Stayed the Same D - Dropped U - Uncertain

(a) all respondents (b) adult respondents (c) student respondents

TABLE XXXIII

RESPONSES TO STATEMENTS BY Trustees

N = 52

WHAT DO YOU THINK HAS HAPPENED?

Statement	agree	undecided	disagree
Since the examinations were dropped:			
1. school attendance has improved	23%	23%	52%
2. fewer students fail grade 12	75	8	15
3. more students get above 80% on (grades of A) their high school diploma	44	4	15
4. it is difficult to find out how well students in Alberta are achieving	77	4	15
5. employers have more difficulty in selecting employees	34	21	40
6. students' study habits have improved	15	21	52
7. an "A" in one school doesn't mean the same as an "A" in another	85	4	8

TABLE XXXIII (Cont.)

Statement	agree	undecided	disagree
8. Alberta high school graduates are better prepared for careers and further schooling	21%	15%	60%
9. teachers are more demanding of their students	15	15	65
10. subjects such as automotives and music in which there were no examinations are now considered as important as the former examination subjects	33	17	46
Dropping examinations has resulted in:			
11. better provisions for bright students	27	11	58
12. a decline in student effort	61	13	21
13. better teaching	25	17	52
14. students getting less training and experience in working under pressure	67	6	21
15. better provisions for students who need special help	38	19	35

TABLE XXXIII (Cont.)

Statement	agree	undecided	disagree
16. a loss of a sense of achievement for students.	56%	6%	35%
17. a loss of a sense of achievement for teachers	42	13	40
18. a lessening of undue stress on students	60	10	25
19. more opportunity to adjust courses to interest of local students	69	11	13
20. a decline in the status of the high school diploma	61	6	29
21. more profesional freedom and responsibility for teachers	65	13	17
22. students displaying more self-discipline	15	17	62
23. generally more good than harm	29	19	48

TABLE XXXIII (Cont.)

Statement	agree	undecided	disagree
REASONS AGAINST bringing back			
46. The multiple choice format did not allow testing all of the different kinds of student achievement.	71%	10%	10%
47. Teachers taught to the examination, and did not make provision for the different needs of students in their classes	56	2	36
48. Less able students were encouraged to drop out of the examination subjects.	62	6	27
49. Non-examination subjects were not considered to be as important as examination subjects.	81	2	11
50. Assessing teachers by the performance of their students was not fair to teachers who had less able students.	48	8	38
51. Evaluation of students should be based on the entire year's work, and not on one examination.	79	6	7

TABLE XXXIII (Cont.)

Statement	agree	undecided	disagree
52. The examinations cost too much to prepare and administer for the amount of information that was obtained from them.	17%	17%	60%
53. The examination system was not adequate for testing students who were taking specialized courses (e.g., Latin 30, French 31.)	33	27	34
54. The examinations were too difficult for the non - academic students who were taking academi courses such as Social Studies 3C and English 30 which were requir for a high school diploma.	33	11	50
55. The examination results were reported in terms of how a student compared to the rest of the students and not in terms of what the students knew.	56	11	27
56. Teachers were not encouraged to improve stadards beyond those tested by the examination.	50	4	40
58. Students were more likely to study hard.	61	6	27

TABLE XXXIII (Cont.)

Statement	agree	undecided	disagree
59. The examination certified achievment at the particular standard for the grade 12 level.	71%	6%	15%
60. Teachers didn't have to make unpopular decisions about failing their neighbours' children.	50	10	34
61. Examinations had the effect of keeping instruction in each course about the same across the province. For instance, Math 30 in Lethbridg was about the same as Math 30 in High Level.	77	6	11
62. Students learn to work under pressure.	67	10	17
63. Examination results could be used by school boards to evaluate teachers.	34	19	40
64. Examinations meant that all students in the province were judged on the same basis.	79	6	9
65. Examination results helped students make career decisions.	44	8	42

TABLE XXXIII (Cont.)

Statement	agree	undecided	disagree
66. Provincial standards were maintained	57 %	11%	15 %
67. Employers, universities, colleges and technical schools knew the "quality" of applicant they were getting.	54	8	30

TABLE XXXIII (Cont.)

Statement	G	N	B	U
Here is a list of changes which some people say have affected the QUALITY OF EDUCATION, i.e., standards of student achievement, in the past five years.				
25. Change in course content.	44%	23%	13%	13%
26. Change in requirements for university entrance.	27	21	42	6
27. Change in students' study habits.	11	27	44	13
28. Change in employment opportunities.	13	44	23	15
29. Change toward mass education.	17	36	27	15
30. Change in school promotion practices.	13	15	46	21
31. Change in purpose of grade 12 examinations.	27	13	42	13
32. Change in high school diploma requirements.	19	25	46	6
33. Change in requirements for teacher certification.	42	27	10	15

TABLE XXXIII (Cont.)

Statement	G	N	B	U
34. Change in family lifestyle.	6%	38%	40%	11%
35. Change in lifestyles of teenagers.	13	15	53	13
36. Change in society.	11	17	50	15
37. Change in teaching methods.	48	6	33	8

Here are two general questions about the quality of education in Alberta. Please check the appropriate boxes. Feel free to use space #41 if you wish to qualify your answer.

	Yes	No
39. Has the quality of education in Alberta changed in the past five years?	67	21

	Better	Worse
40. If you answered 'yes' to question #39, is the quality of education better or worse now than five years ago?	35	38

G - Good Influence N - No Influence B - Bad Influence
U - Uncertain

TABLE XXXIII (Cont.)

Statement	R	S	D	U
Have standards of student achievement (amount learned) in the following subjects changed?				
42. Mathematics	25%	33%	15%	19%
43. English	10	23	54	8
44. Social Studies	29	27	27	11
45. Sciences	36	27	17	11

TABLE XXXIV

RESPONSES TO STATEMENTS
BY Public at Large

N = 1021

WHAT DO YOU THINK HAS HAPPENED?

Statement	agree	undecided	disagree
Since the examinations were dropped:			
1. school attendance has improved	20 %	30 %	42 %
2. fewer students fail grade 12	67	13	12
3. more students get above 80% on (grades of A) their high school diploma	34	30	28
4. it is difficult to find out how well students in Alberta are achieving	70	6	17
5. employers have more difficulty in selecting employees	43	18	31
6. students' study habits have improved	8	17	68
7. an "A" in one school doesn't mean the same as an "A" in another	80	6	7

TABLE XXXIV (Cont.)

Statement	agree	undecided	disagree
8. Alberta high school graduates are better prepared for careers and further schooling	12%	21%	60%
9. teachers are more demanding of their students	12	18	63
10. subjects such as automotives and music in which there were no examinations are now considered as important as the former examination subjects	47	22	25
Dropping examinations has resulted in:			
11. better provisions for bright students	20	17	55
12. a decline in student effort	66	8	20
13. better teaching	16	24	53
14. students getting less training and experience in working under pressure	65	10	18
15. better provisions for students who need special help	33	21	39

TABLE XXXIV (Cont.)

Statement	agree	undecided	disagree
16. a loss of a sense of achievement for students.	50 %	13 %	30 %
17. a loss of a sense of achievement for teachers	36	23	35
18. a lessening of undue stress on students	55	12	26
19. more opportunity to adjust courses to interest of local students	59	19	15
20. a decline in the status of the high school diploma	65	9	19
21. more professional freedom and responsibility for teachers	54	17	22
22. students displaying more self-discipline	14	15	64
23. generally more good than harm	25	15	53

TABLE XXXIV (Cont.)

Statement	agree	undecided	disagree
REASONS AGAINST bringing back			
46. The multiple choice format did not allow testing all of the different kinds of student achievement.	67%	6%	20%
47. Teachers taught to the examination, and did not make provision for the different needs of students in their classes	53	10	30
48. Less able students were encouraged to drop out of the examination subjects.	50	15	28
49. Non-examination subjects were not considered to be as important as examination subjects.	72	6	15
50. Assessing teachers by the performance of their students was not fair to teachers who had less able students.	52	12	30
51. Evaluation of students should be based on the entire year's work, and not on one examination.	77	5	11

TABLE XXXIV (Cont.)

Statement	agree	undecided	disagree
52. The examinations cost too much to prepare and administer for the amount of information that was obtained from them.	20%	24%	49%
53. The examination system was not adequate for testing students who were taking specialized courses (e.g., Latin 30, French 31.)	32	32	29
54. The examinations were too difficult for the non - academic students who were taking academi courses such as Social Studies 30 and English 30 which were require for a high school diploma.	23	21	49
55. The examination results were reported in terms of how a student compared to the rest of the students and not in terms of what the students knew.	48	13	31
56. Teachers were not encouraged to improve standards beyond those tested by the examination.	40	16	37
58. Students were more likely to study hard.	73	4	17

TABLE XXXIV (Cont.)

Statement	agree	undecided	disagree
59. The examination certified achievement at the particular standard for the grade 12 level.	74%	8%	11%
60. Teachers didn't have to make unpopular decisions about failing their neighbours' children.	51	11	32
61. Examinations had the effect of keeping instruction in each course about the same across the province. For instance, Math 30 in Lethbridg was about the same as Math 30 in High Level.	77	7	10
62. Students learn to work under pressure.	73	7	14
63. Examination results could be used by school boards to evaluate teachers.	39	16	39
64. Examinations meant that all students in the province were judged on the same basis.	77	4	11
65. Examination results helped students make career decisions.	43	16	35

TABLE XXXIV (Cont.)

Statement	agree	undecided	disagree
66. Provincial standards were maintained	70%	12%	11%
67. Employers, universities, colleges and technical schools knew the "quality" of applicant they were getting.	57	7	28

TABLE XXXIV (Cont.)

Statement	G	N	B	U
Here is a list of changes which some people say have affected the QUALITY OF EDUCATION, i.e., standards of student achievement, in the past five years.				
25. Change in course content.	37%	17%	15%	23%
26. Change in requirements for university entrance.	20	17	36	19
27. Change in students' study habits.	12	20	48	12
28. Change in employment opportunities.	18	28	28	18
29. Change toward mass education.	16	17	39	20
30. Change in school promotion practices.	19	17	32	24
31. Change in purpose of grade 12 examinations.	17	16	42	17
32. Change in high school diploma requirements.	14	19	42	17
33. Change in requirements for teacher certification.	27	21	20	24

TABLE XXXIV (Cont.)

Statement	G	N	B	U
34. Change in family lifestyle.	10%	33%	32%	18%
35. Change in lifestyles of teenagers.	9	22	47	14
36. Change in society.	9	23	43	17
37. Change in teaching methods.	30	14	29	19

Here are two general questions about the quality of education in Alberta. Please check the appropriate boxes. Feel free to use space #41 if you wish to qualify your answer.

	Yes	No
39. Has the quality of education in Alberta changed in the past five years?	81	8

	Better	Worse
40. If you answered 'yes' to question #39, is the quality of education better or worse now than five years ago?	21	59

G - Good Influence N - No Influence B - Bad Influence
U - Uncertain

TABLE XXXIV (Cont.)

Statement	R	S	D	U
Have standards of student achievement (amount learned) in the following subjects changed?				
42. Mathematics	26%	20%	34%	12%
43. English	8	17	59	9
44. Social Studies	18	30	27	18
45. Sciences	37	20	16	20

TABLE XXXV

RESPONSES TO STATEMENTS
BY School Superintendents

N = 77

WHAT DO YOU THINK HAS HAPPENED?

Statement	agree	undecided	disagree
Since the examinations were dropped:			
1. school attendance has improved	14%	28%	56%
2. fewer students fail grade 12	71	8	19
3. more students get above 80% on (grades of A) their high school diploma	49	25	26
4. it is difficult to find out how well students in Alberta are achieving	67	4	28
5. employers have more difficulty in selecting employees	21	27	51
6. students' study habits have improved	12	28	59
7. an "A" in one school doesn't mean the same as an "A" in another	91	1	8

TABLE XXXV (Cont.)

Statement	agree	undecided	disagree
8. Alberta high school graduates are better prepared for careers and further schooling	21%	44%	35%
9. teachers are more demanding of their students	13	17	67
10. subjects such as automotives and music in which there were no examinations are now considered as important as the former examination subjects	17	14	69
Dropping examinations has resulted in:			
11. better provisions for bright students	21	25	54
12. a decline in student effort	48	19	32
13. better teaching	28	31	39
14. students getting less training and experience in working under pressure	61	12	26
15. better provisions for students who need special help	41	22	33

TABLE XXXV (Cont.)

Statement	agree	undecided	disagree
16. a loss of a sense of achievement for students.	32%	25%	41%
17. a loss of a sense of achievement for teachers	27	28	43
18. a lessening of undue stress on students	49	19	28
19. more opportunity to adjust courses to interest of local students	87	1	10
20. a decline in the status of the high school diploma	57	10	29
21. more professional freedom and responsibility for teachers	78	10	10
22. students displaying more self-discipline	13	28	57
23. generally more good than harm	35	26	37

TABLE XXXV (Cont.)

Statement	agree	undecided	disagree
REASONS AGAINST bringing back			
46. The multiple choice format did not allow testing all of the different kinds of student achievement.	82%	3%	15%
47. Teachers taught to the examination, and did not make provision for the different needs of students in their classes	51	5	43
48. Less able students were encouraged to drop out of the examination subjects.	70	8	22
49. Non-examination subjects were not considered to be as important as examination subjects.	82	1	17
50. Assessing teachers by the performance of their students was not fair to teachers who had less able students.	53	10	33
51. Evaluation of students should be based on the entire year's work, and not on one examination.	92	1	5

TABLE XXXV (Cont.)

Statement	agree	undecided	disagree
52. The examinations cost too much to prepare and administer for the amount of information that was obtained from them.	22%	18%	59%
53. The examination system was not adequate for testing students who were taking specialized courses (e.g., Latin 30, French 31.)	47	18	34
54. The examinations were too difficult for the non - academic students who were taking academi courses such as Social Studies 30 and English 30 which were requir for a high school diploma.	38	8	52
55. The examination results were reported in terms of how a student compared to the rest of the students and not in terms of what the students knew.	70	5	23
56. Teachers were not encouraged to improve standards beyond those tested by the examination.	37	4	55
58. Students were more likely to study hard.	66	10	22

TABLE XXXV (Cont.)

Statement	agree	undecided	disagree
59. The examination certified achievment at the particular standard for the grade 12 level.	70%	3%	26%
60. Teachers didn't have to make unpopular decisions about failing their neighbours' children.	43	10	45
61. Examinations had the effect of keeping instruction in each course about the same across the province. For instance, Math 30 in Lethbridg was about the same as Math 30 in High Level.	71	10	17
62. Students learn to work under pressure.	60	9	30
63. Examination results could be used by school boards to evaluate teachers.	22	12	65
64. Examinations meant that all students in the province were judged on the same basis.	75	3	21
65. Examination results helped students make career decisions.	48	15	35

TABLE XXXV (Cont.)

Statement	agree	undecided	disagree
66. Provincial standards were maintained	66%	10%	23%
67. Employers, universities, colleges and technical schools knew the "quality" of applicant they were getting.	49	13	33

TABLE XXXV (Cont.)

Statement	G	N	B	U
Here is a list of changes which some people say have affected the QUALITY OF EDUCATION, i.e., standards of student achievement, in the past five years.				
25. Change in course content.	53%	28%	10%	8%
26. Change in requirements for university entrance.	25	13	51	12
27. Change in students' study habits.	9	17	60	14
28. Change in employment opportunities.	8	36	26	30
29. Change toward mass education.	22	32	32	13
30. Change in school promotion practices.	31	15	43	10
31. Change in purpose of grade 12 examinations.	36	10	41	12
32. Change in high school diploma requirements.	23	27	39	9
33. Change in requirements for teacher certification.	34	40	10	13

TABLE XXXV (Cont.)

Statement	G	N	B	U
34. Change in family lifestyle.	1%	23%	57%	17%
35. Change in lifestyles of teenagers.	1	19	62	15
36. Change in society.	3	19	62	14
37. Change in teaching methods.	36	15	22	25

Here are two general questions about the quality of education in Alberta. Please check the appropriate boxes. Feel free to use space #41 if you wish to qualify your answer.

	Yes	No
39. Has the quality of education in Alberta changed in the past five years?	87	13

	Better	Worse
40. If you answered 'yes' to question #39, is the quality of education better or worse now than five years ago?	44	40

G - Good Influence N - No Influence B - Bad Influence
U - Uncertain

TABLE XXXV (Cont.)

Statement	R	S	D	U
Have standards of student achievement (amount learned) in the following subjects changed?				
42. Mathematics	21%	53%	22%	4%
43. English	14	36	45	4
44. Social Studies	26	35	34	5
45. Sciences	2	52	15	

TABLE XXXVI

RESPONSES TO STATEMENTS
BY High School Teachers

N = 587

WHAT DO YOU THINK HAS HAPPENED?

Statement	agree	undecided	disagree
Since the examinations were dropped:			
1. school attendance has improved	8%	34%	55%
2. fewer students fail grade 12	63	18	15
3. more students get above 80% on (grades of A) their high school diploma	45	26	26
4. it is difficult to find out how well students in Alberta are achieving	62	11	24
5. employers have more difficulty in selecting employees	27	32	37
6. students' study habits have improved	9	20	68
7. an "A" in one school doesn't mean the same as an "A" in another	89	7	6

TABLE XXXVI (Cont.)

Statement	agree	undecided	disagree
8. Alberta high school graduates are better prepared for careers and further schooling	16%	34%	46%
9. teachers are more demanding of their students	18	26	53
10. subjects such as automotives and music in which there were no examinations are now considered as important as the former examination subjects	31	15	50
Dropping examinations has resulted in:			
11. better provisions for bright students	29	18	50
12. a decline in student effort	54	14	29
13. better teaching	25	33	29
14. students getting less training and experience in working under pressure	59	11	28
15. better provisions for students who need special help	47	21	30

TABLE XXXVI (Cont.)

Statement	agree	undecided	disagree
16. a loss of a sense of achievement for students.	33%	19%	45%
17. a loss of a sense of achievement for teachers	28	16	53
18. a lessening of undue stress on students	55	19	23
19. more opportunity to adjust courses to interest of local students	75	10	12
20. a decline in the status of the high school diploma	56	14	27
21. more professional freedom and responsibility for teachers	78	9	10
22. students displaying more self-discipline	16	25	55
23. generally more good than harm	28	24	33

TABLE XXXVI (Cont.)

Statement	agree	undecided	disagree
REASONS AGAINST bringing back			
46. The multiple choice format did not allow testing all of the different kinds of student achievement.	86%	3%	8%
47. Teachers taught to the examination, and did not make provision for the different needs of students in their classes	67	9	22
48. Less able students were encouraged to drop out of the examination subjects.	57	16	25
49. Non-examination subjects were not considered to be as important as examination subjects.	77	9	12
50. Assessing teachers by the performance of their students was not fair to teachers who had less able students.	80	7	9
51. Evaluation of students should be based on the entire year's work, and not on one examination.	85	5	7

TABLE XXXVI (Cont.)

Statement	agree	undecided	disagree
52. The examinations cost too much to prepare and administer for the amount of information that was obtained from them.	31%	31%	35%
53. The examination system was not adequate for testing students who were taking specialized courses (e.g., Latin 30, French 31.)	39	39	18
54. The examinations were too difficult for the non - academic students who were taking academi courses such as Social Studies 30 and English 30 which were require for a high school diploma.	33	22	41
55. The examination results were reported in terms of how a student compared to the rest of the students and not in terms of what the students knew.	64	15	18
56. Teachers were not encouraged to improve stadards beyond those tested by the examination.	42	16	38
58. Students were more likely to study hard.	63	10	24

TABLE XXXVI (Cont.)

Statement	agree	undecided	disagree
59. The examination certified achievment at the particular standard for the grade 12 level.	65%	11%	19%
60. Teachers didn't have to make unpopular decisions about failing their neighbours' children.	38	15	42
61. Examinations had the effect of keeping instruction in each course about the same across the province. For instance, Math 30 in Lethbridge was about the same as Math 30 in High Level.	74	9	14
62. Students learn to work under pressure.	62	13	22
63. Examination results could be used by school boards to evaluate teachers.	26	15	55
64. Examinations meant that all students in the province were judged on the same basis.	73	8	17
65. Examination results helped students make career decisions.	23	19	45

TABLE XXXVI (Cont.)

Statement	agree	undecided	disagree
66. Provincial standards were maintained	61%	18%	18%
67. Employers, universities, colleges and technical schools knew the "quality" of applicant they were getting.	41	19	35

TABLE XXXVI (Cont.)

Statement	G	N	B	U
Here is a list of changes which some people say have affected the QUALITY OF EDUCATION, i.e., standards of student achievement, in the past five years.				
25. Change in course content.	52%	17%	12%	17%
26. Change in requirements for university entrance.	21	17	38	20
27. Change in students' study habits.	8	21	56	12
28. Change in employment opportunities.	11	36	23	25
29. Change toward mass education.	15	18	41	22
30. Change in school promotion practices.	14	18	48	17
31. Change in purpose of grade 12 examinations.	30	17	27	21
32. Change in high school diploma requirements.	15	25	40	17
33. Change in requirements for teacher certification.	35	33	8	20

TABLE XXXVI (Cont.)

Statement	G	N	B	U
34. Change in family lifestyle.	5%	21%	50%	21%
35. Change in lifestyles of teenagers.	6	18	55	17
36. Change in society.	7	16	52	21
37. Change in teaching methods.	44	16	14	21

Here are two general questions about the quality of education in Alberta. Please check the appropriate boxes. Feel free to use space #41 if you wish to qualify your answer.

	Yes	No
39. Has the quality of education in Alberta changed in the past five years?	82	11

	Better	Worse
40. If you answered 'yes' to question #39, is the quality of education better or worse now than five years ago?	32	45

G - Good Influence N - No Influence B - Bad Influence
U - Uncertain

TABLE XXXVI (Cont.)

Statement	R	S	D	U
Have standards of student achievement (amount learned) in the following subjects changed?				
42. Mathematics	16%	27%	27%	25%
43. English	11	18	47	19
44. Social Studies	16	23	31	25
45. Sciences	22	25	21	28

TABLE XXXVII

RESPONSES TO STATEMENTS
BY High School Principals

N = 256

WHAT DO YOU THINK HAS HAPPENED?

Statement	agree	undecided	disagree
Since the examinations were dropped:			
1. school attendance has improved	14%	26%	57%
2. fewer students fail grade 12	71	8	20
3. more students get above 80% on (grades of A) their high school diploma	60	9	29
4. it is difficult to find out how well students in Alberta are achieving	57	15	27
5. employers have more difficulty in selecting employees	23	24	53
6. students' study habits have improved	11	24	63
7. an "A" in one school doesn't mean the same as an "A" in another	85	5	8

TABLE XXXVII (Cont.)

Statement	agree	undecided	disagree
8. Alberta high school graduates are better prepared for careers and further schooling	31%	35%	32%
9. teachers are more demanding of their students	21	24	55
10. subjects such as automotives and music in which there were no examinations are now considered as important as the former examination subjects	23	14	61
Dropping examinations has resulted in:			
11. better provisions for bright students	23	20	47
12. a decline in student effort	56	11	32
13. better teaching	28	30	29
14. students getting less training and experience in working under pressure	67	8	25
15. better provisions for students who need special help	44	17	27

TABLE XXXVII (Cont.)

Statement	agree	undecided	disagree
16. a loss of a sense of achievement for students.	34%	17%	49%
17. a loss of a sense of achievement for teachers	32	12	54
18. a lessening of undue stress on students	68	13	17
19. more opportunity to adjust courses to interest of local students	85	7	7
20. a decline in the status of the high school diploma	57	13	29
21. more professional freedom and responsibility for teachers	89	4	6
22. students displaying more self-discipline	22	26	50
23. generally more good than harm	44	17	36

TABLE XXXVII (Cont.)

Statement	agree	undecided	disagree
REASONS AGAINST bringing back			
46. The multiple choice format did not allow testing all of the different kinds of student achievement.	88%	1%	10%
47. Teachers taught to the examination, and did not make provision for the different needs of students in their classes	71	5	23
48. Less able students were encouraged to drop out of the examination subjects.	65	11	22
49. Non-examination subjects were not considered to be as important as examination subjects.	84	3	12
50. Assessing teachers by the performance of their students was not fair to teachers who had less able students.	79	8	12
51. Evaluation of students should be based on the entire year's work, and not on one examination.	91	1	6

TABLE XXXVII (Cont.)

Statement	agree	undecided	disagree
52. The examinations cost too much to prepare and administer for the amount of information that was obtained from them.	34%	20%	45%
53. The examination system was not adequate for testing students who were taking specialized courses (e.g., Latin 30, French 31.)	43	33	24
54. The examinations were too difficult for the non - academic students who were taking academi courses such as Social Studies 30 and English 30 which were require for a high school diploma.	45	17	36
55. The examination results were reported in terms of how a student compared to the rest of the students and not in terms of what the students knew.	66	8	22
56. Teachers were not encouraged to improve stadards beyond those tested by the examination.	45	10	41
58. Students were more likely to study hard.	61	10	28

TABLE XXXVII (Cont.)

Statement	agree	undecided	disagree
59. The examination certified achievement at the particular standard for the grade 12 level.	67%	10%	22%
60. Teachers didn't have to make unpopular decisions about failing their neighbours' children.	43	13	41
61. Examinations had the effect of keeping instruction in each course about the same across the province. For instance, Math 30 in Lethbridg was about the same as Math 30 in High Level.	75	7	17
62. Students learn to work under pressure.	63	16	20
63. Examination results could be used by school boards to evaluate teachers.	31	10	57
64. Examinations meant that all students in the province were judged on the same basis.	73	8	18
65. Examination results helped students make career decisions.	39	22	38

TABLE XXXVII (Cont.)

Statement	agree	undecided	disagree
66. Provincial standards were maintained	59%	19%	20%
67. Employers, universities, colleges and technical schools knew the "quality" of applicant they were getting.	46	15	36

TABLE XXXVII (Cont.)

Statement	G	N	B	U
Here is a list of changes which some people say have affected the QUALITY OF EDUCATION, i.e., standards of student achievement, in the past five years.				
25. Change in course content.	58%	19%	9%	11%
26. Change in requirements for university entrance.	30	17	39	10
27. Change in students' study habits.	12	19	55	13
28. Change in employment opportunities.	15	35	30	18
29. Change toward mass education.	26	18	36	18
30. Change in school promotion practices.	26	20	40	12
31. Change in purpose of grade 12 examinations.	35	16	31	14
32. Change in high school diploma requirements.	20	32	34	11
33. Change in requirements for teacher certification.	53	30	5	12

TABLE XXXVII (Cont.)

Statement	G	N	B	U
34. Change in family lifestyle.	4%	24%	58%	13%
35. Change in lifestyles of teen-agers.	5	16	67	12
36. Change in society.	3	18	64	14
37. Change in teaching methods.	55	16	16	12

Here are two general questions about the quality of education in Alberta. Please check the appropriate boxes. Feel free to use space #41 if you wish to qualify your answer.

39. Has the quality of education in Alberta changed in the past five years?	Yes 81	No 17
40. If you answered 'yes' to question #39, is the quality of education better or worse now than five years ago?	Better 44	Worse 35

G - Good Influence N - No Influence B - Bad Influence
U - Uncertain

TABLE XXXVII (Cont.)

Statement	R	S	D	U
Have standards of student achievement (amount learned) in the following subjects changed?				
42. Mathematics	21%	48%	22%	7%
43. English	17	33	41	6
44. Social Studies	25	32	32	8
45. Sciences	31	44	16	6

TABLE XXXVIII

RESPONSES TO STATEMENTS BY Education Consultants

N = 89

WHAT DO YOU THINK HAS HAPPENED?

Statement	agree	undecided	disagree
Since the examinations were dropped:			
1. school attendance has improved	3%	41%	50%
2. fewer students fail grade 12	73	10	12
3. more students get above 80% on (grades of A) their high school diploma	55	15	24
4. it is difficult to find out how well students in Alberta are achieving	71	6	17
5. employers have more difficulty in selecting employees	25	31	40
6. students' study habits have improved	11	25	62
7. an "A" in one school doesn't mean the same as an "A" in another	92%	2 %	2 %

TABLE XXXVIII (Cont.)

Statement	agree	undecided	disagree
8. Alberta high school graduates are better prepared for careers and further schooling	20%	31%	44%
9. teachers are more demanding of their students	13	25	59
10. subjects such as automotives and music in which there were no examinations are now considered as important as the former examination subjects	20	18	58
Dropping examinations has resulted in:			
11. better provisions for bright students	21	25	51
12. a decline in student effort	54	22	21
13. better teaching	19	30	48
14. students getting less training and experience in working under pressure	47	15	26
15. better provisions for students who need special help	31	31	35

TABLE XXXVIII (Cont.)

Statement	agree	undecided	disagree
16. a loss of a sense of achievement for students.	35%	25%	38%
17. a loss of a sense of achievement for teachers	31	29	37
18. a lessening of undue stress on students	49	20	25
19. more opportunity to adjust courses to interest of local students	75	9	13
20. a decline in the status of the high school diploma	60	16	22
21. more professional freedom and responsibility for teachers	82	4	11
22. students displaying more self-discipline	16	22	59
23. generally more good than harm	31	26	38

TABLE XXXVIII (Cont.)

Statement	agree	undecided	disagree
REASONS AGAINST bringing back			
46. The multiple choice format did not allow testing all of the different kinds of student achievement.	82 %	3%	13%
47. Teachers taught to the examination, and did not make provision for the different needs of students in their classes	59	8	31
48. Less able students were encouraged to drop out of the examination subjects.	63	17	19
49. Non-examination subjects were not considered to be as important as examination subjects.	82	7	10
50. Assessing teachers by the performance of their students was not fair to teachers who had less able students.	70	7	20
51. Evaluation of students should be based on the entire year's work, and not on one examination.	90	4	4

TABLE XXXVIII (Cont.)

Statement	agree	undecided	disagree
52. The examinations cost too much to prepare and administer for the amount of information that was obtained from them.	18%	18%	63%
53. The examination system was not adequate for testing students who were taking specialized courses (e.g., Latin 30, French 31.)	45	22	31
54. The examinations were too difficult for the non - academic students who were taking academic courses such as Social Studies 30 and English 30 which were require for a high school diploma.	31	18	47
55. The examination results were reported in terms of how a student compared to the rest of the students and not in terms of what the students knew.	66	11	20
56. Teachers were not encouraged to improve stadards beyond those tested by the examination.	38	13	44
58. Students were more likely to study hard.	61	13	23

TABLE XXXVIII (Cont.)

Statement	agree	undecided	disagree
59. The examination certified achievement at the particular standard for the grade 12 level.	71%	8%	20%
60. Teachers didn't have to make unpopular decisions about failing their neighbours' children.	43	17	37
61. Examinations had the effect of keeping instruction in each course about the same across the province. For instance, Math 30 in Lethbridg was about the same as Math 30 in High Level.	70	4	23
62. Students learn to work under pressure.	51	21	26
63. Examination results could be used by school boards to evaluate teachers.	25	10	64
64. Examinations meant that all students in the province were judged on the same basis.	71	8	20
65. Examination results helped students make career decisions.	37	18	44

TABLE XXXVIII (Cont.)

Statement	agree	undecided	disagree
66. Provincial standards were maintained	58%	18%	21%
67. Employers, universities, colleges and technical schools knew the "quality" of applicant they were getting.	43	15	37

TABLE XXXVIII (Cont.)

Statement	G	N	B	U
Here is a list of changes which some people say have affected the QUALITY OF EDUCATION, i.e., standards of student achievement, in the past five years.				
25. Change in course content.	62 %	11 %	13 %	9 %
26. Change in requirements for university entrance.	27	16	29	21
27. Change in students' study habits.	11	16	46	22
28. Change in employment opportunities.	13	41	29	12
29. Change toward mass education.	26	22	34	16
30. Change in school promotion practices.	21	15	48	12
31. Change in purpose of grade 12 examinations.	35	7	40	15
32. Change in high school diploma requirements.	24	29	26	17
33. Change in requirements for teacher certification.	39	28	6	22

TABLE XXXVIII (Cont.)

Statement	G	N	B	U
34. Change in family lifestyle.	6%	24%	50%	17%
35. Change in lifestyles of teen-agers.	6	17	57	17
36. Change in society.	7	16	55	17
37. Change in teaching methods.	47	17	13	17

Here are two general questions about the quality of education in Alberta. Please check the appropriate boxes. Feel free to use space #41 if you wish to qualify your answer.

	Yes	No
39. Has the quality of education in Alberta changed in the past five years?	82	13

	Better	Worse
40. If you answered 'yes' to question #39, is the quality of education better or worse now than five years ago?	45	34

G - Good Influence N - No Influence B - Bad Influence
U - Uncertain

TABLE XXXVIII (Cont.)

Statement	R	S	D	U
Have standards of student achievement (amount learned) in the following subjects changed?				
42. Mathematics	16%	40%	28%	13%
43. English	11	28	48	10
44. Social Studies	24	27	30	17
45. Sciences	25	43	13	16

TABLE XXXIX

RESPONSES TO STATEMENTS
BY Post Secondary School Personnel

N = 50

WHAT DO YOU THINK HAS HAPPENED?

Statement	agree	undecided	disagree
Since the examinations were dropped:			
1. school attendance has improved	3%	62%	27%
2. fewer students fail grade 12	79	10	3
3. more students get above 80% on (grades of A) their high school diploma	65	21	7
4. it is difficult to find out how well students in Alberta are achieving	89	00	7
5. employers have more difficulty in selecting employees	41	31	21
6. students' study habits have improved	00	24	69
7. an "A" in one school doesn't mean the same as an "A" in another	90	7	00

TABLE XXXIX (Cont.)

Statement	agree	undecided	disagree
8. Alberta high school graduates are better prepared for careers and further schooling	7%	17%	69%
9. teachers are more demanding of their students	00	17	76
10. subjects such as automotives and music in which there were no examinations are now considered as important as the former examination subjects	27	31	34
Dropping examinations has resulted in:			
11. better provisions for bright students	14	27	52
12. a decline in student effort	58	27	7
13. better teaching	3	31	58
14. students getting less training and experience in working under pressure	79	14	3
15. better provisions for students who need special help	17	34	41

TABLE XXXIX (Cont.)

Statement	agree	undecided	disagree
16. a loss of a sense of achievement for students.	55%	21%	17%
17. a loss of a sense of achievement for teachers	38	38	17
18. a lessening of undue stress on students	52	7	34
19. more opportunity to adjust courses to interest of local students	48	17	27
20. a decline in the status of the high school diploma	76	10	10
21. more professional freedom and responsibility for teachers	48	17	24
22. students displaying more self-discipline	10	14	69
23. generally more good than harm	10	24	59

TABLE XXXIX (Cont.)

Statement	agree	undecided	disagree
REASONS AGAINST bringing back			
46. The multiple choice format did not allow testing all of the different kinds of student achievement.	86%	00	10%
47. Teachers taught to the examination, and did not make provision for the different needs of students in their classes	45	21	31
48. Less able students were encouraged to drop out of the examination subjects.	51	24	21
49. Non-examination subjects were not considered to be as important as examination subjects.	83	3	10
50. Assessing teachers by the performance of their students was not fair to teachers who had less able students.	62	3	31
51. Evaluation of students should be based on the entire year's work, and not on one examination.	86	3	7

TABLE XXXIX (Cont.)

Statement	agree	undecided	disagree
52. The examinations cost too much to prepare and administer for the amount of information that was obtained from them.	3%	17%	72%
53. The examination system was not adequate for testing students who were taking specialized courses (e.g., Latin 30, French 31.)	17	34	44
54. The examinations were too difficult for the non - academic students who were taking academi courses such as Social Studies 30 and English 30 which were require for a high school diploma.	14	17	65
55. The examination results were reported in terms of how a student compared to the rest of the students and not in terms of what the students knew.	48	21	21
56. Teachers were not encouraged to improve stadards beyond those tested by the examination.	31	17	45
58. Students were more likely to study hard.	79	7	10

TABLE XXXIX (Cont.)

Statement	agree	undecided	disagree
59. The examination certified achievment at the particular standard for the grade 12 level.	86 %	7 %	3 %
60. Teachers didn't have to make unpopular decisions about failing their neighbours' children.	65	10	17
61. Examinations had the effect of keeping instruction in each course about the same across the province. For instance, Math 30 in Lethbridge was about the same as Math 30 in High Level.	83	7	7
62. Students learn to work under pressure.	65	24	7
63. Examination results could be used by school boards to evaluate teachers.	17	14	62
64. Examinations meant that all students in the province were judged on the same basis.	83	3	10
65. Examination results helped students make career decisions.	41	21	34

TABLE XXXIX (Cont.)

Statement	agree	undecided	disagree
66. Provincial standards were maintained	90%	3%	3%
67. Employers, universities, colleges and technical schools knew the "quality" of applicant they were getting.	79	10	7

TABLE XXXIX (Cont.)

Statement	G	N	B	U
Here is a list of changes which some people say have affected the QUALITY OF EDUCATION, i.e., standards of student achievement, in the past five years.				
25. Change in course content.	27%	14%	17%	38%
26. Change in requirements for university entrance.	17	17	48	14
27. Change in students' study habits.	00	27	48	14
28. Change in employment opportunities.	21	14	31	27
29. Change toward mass education.	00	14	52	24
30. Change in school promotion practices.	7	21	52	14
31. Change in purpose of grade 12 examinations.	14	3	62	14
32. Change in high school diploma requirements.	7	3	69	14
33. Change in requirements for teacher certification.	21	14	17	41

TABLE XXXIX (Cont.)

Statement	G	N	B	U
34. Change in family lifestyle.	3%	17%	45%	27%
35. Change in lifestyles of teen-agers.	00	10	62	21
36. Change in society.	10	14	52	17
37. Change in teaching methods.	21	21	21	31

Here are two general questions about the quality of education in Alberta. Please check the appropriate boxes. Feel free to use space #41 if you wish to qualify your answer.

	Yes	No
39. Has the quality of education in Alberta changed in the past five years?	79	7

	Better	Worse
40. If you answered 'yes' to question #39, is the quality of education better or worse now than five years ago?	14	62

G - Good Influence N - No Influence B - Bad Influence
U - Uncertain

TABLE XXXIX (Cont.)

Statement	R	S	D	U
Have standards of student achievement (amount learned) in the following subjects changed?				
42. Mathematics	7%	34%	41%	14%
43. English	00	10	83	3
44. Social Studies	17	38	21	21
45. Sciences	7	41	38	10

TABLE XXXX

RESPONSES TO STATEMENTS
BY Employer (Public Sector)

N = 34

WHAT DO YOU THINK HAS HAPPENED?

Statement	agree	undecided	disagree
Since the examinations were dropped:			
1. school attendance has improved	9%	26%	59%
2. fewer students fail grade 12	73	9	12
3. more students get above 80% on (grades of A) their high school diploma	68	9	18
4. it is difficult to find out how well students in Alberta are achieving	70	9	14
5. employers have more difficulty in selecting employees	53	15	26
6. students' study habits have improved	3	12	79
7. an "A" in one school doesn't mean the same as an "A" in another	85	3	6

TABLE XXXX (Cont.)

Statement	agree	undecided	disagree
8. Alberta high school graduates are better prepared for careers and further schooling	15%	12%	70%
9. teachers are more demanding of their students	3	9	82
10. subjects such as automotives and music in which there were no examinations are now considered as important as the former examination subjects	44	12	38
Dropping examinations has resulted in:			
11. better provisions for bright students	23	9	62
12. a decline in student effort	70	6	18
13. better teaching	9	21	62
14. students getting less training and experience in working under pressure	79	6	8
15. better provisions for students who need special help	29	15	50

TABLE XXXX (Cont.)

Statement	agree	undecided	disagree
16. a loss of a sense of achievement for students.	62%	6%	26%
17. a loss of a sense of achievement for teachers	47	15	32
18. a lessening of undue stress on students	50	18	26
19. more opportunity to adjust courses to interest of local students	56	15	26
20. a decline in the status of the high school diploma	73	3	18
21. more professional freedom and responsibility for teachers	70	6	20
22. students displaying more self-discipline	9	20	65
23. generally more good than harm	20	15	50

TABLE XXXX (Cont.)

Statement	agree	undecided	disagree
REASONS AGAINST bringing back			
46. The multiple choice format did not allow testing all of the different kinds of student achievement.	59%	9%	29%
47. Teachers taught to the examination, and did not make provision for the different needs of students in their classes	41	12	41
48. Less able students were encouraged to drop out of the examination subjects.	59	6	29
49. Non-examination subjects were not considered to be as important as examination subjects.	73	00	20
50. Assessing teachers by the performance of their students was not fair to teachers who had less able students.	38	15	38
51. Evaluation of students should be based on the entire year's work, and not on one examination.	62	23	9

TABLE XXXX (Cont.)

Statement	agree	undecided	disagree
52. The examinations cost too much to prepare and administer for the amount of information that was obtained from them.	14%	12%	68%
53. The examination system was not adequate for testing students who were taking specialized courses (e.g., Latin 30, French 31.)	23	20	50
54. The examinations were too difficult for the non - academic students who were taking academi courses such as Social Studies 30 and English 30 which were require for a high school diploma.	12	26	50
55. The examination results were reported in terms of how a student compared to the rest of the students and not in terms of what the students knew.	47	6	38
56. Teachers were not encouraged to improve stadards beyond those tested by the examination.	32	9	53
58. Students were more likely to study hard.	79	3	12

TABLE XXXX (Cont.)

Statement	agree	undecided	disagree
59. The examination certified achievement at the particular standard for the grade 12 level.	79%	9%	5%
60. Teachers didn't have to make unpopular decisions about failing their neighbours' children.	58	6	29
61. Examinations had the effect of keeping instruction in each course about the same across the province. For instance, Math 30 in Lethbridg was about the same as Math 30 in High Level.	82	00	11
62. Students learn to work under pressure.	73	9	9
63. Examination results could be used by school boards to evaluate teachers.	47	18	26
64. Examinations meant that all students in the province were judged on the same basis.	85	3	5
65. Examination results helped students make career decisions.	32	15	44

TABLE XXXX (Cont.)

Statement	agree	undecided	disagree
66. Provincial standards were maintained	68%	9%	15%
67. Employers, universities, colleges and technical schools knew the "quality" of applicant they were getting.	62	6	23

TABLE XXXX (Cont.)

Statement	G	N	B	U
Here is a list of changes which some people say have affected the QUALITY OF EDUCATION, i.e., standards of student achievement, in the past five years.				
25. Change in course content.	26%	35%	12%	20%
26. Change in requirements for university entrance.	26	6	56	6
27. Change in students' study habits.	6	15	59	15
28. Change in employment opportunities.	12	26	44	15
29. Change toward mass education.	20	15	38	18
30. Change in school promotion practices.	6	12	59	18
31. Change in purpose of grade 12 examinations.	6	6	59	20
32. Change in high school diploma requirements.	9	18	56	9
33. Change in requirements for teacher certification.	26	32	18	15

TABLE XXXX (Cont.)

Statement	G	N	B	U
34. Change in family lifestyle.	9%	18%	47%	18%
35. Change in lifestyles of teen-agers.	12	9	59	9
36. Change in society.	9	9	65	9
37. Change in teaching methods.	26	18	32	12

Here are two general questions about the quality of education in Alberta. Please check the appropriate boxes. Feel free to use space #41 if you wish to qualify your answer.

	Yes	No
39. Has the quality of education in Alberta changed in the past five years?	85	9

	Better	Worse
40. If you answered 'yes' to question #39, is the quality of education better or worse now than five years ago?	18	65

G - Good Influence N - No Influence B - Bad Influence
U - Uncertain

TABLE XXXX (Cont.)

Statement	R	S	D	U
Have standards of student achievement (amount learned) in the following subjects changed?				
42. Mathematics	20%	6%	38%	23%
43. English	12	6	59	15
44. Social Studies	18	20	35	18
45. Sciences	32	15	20	23

TABLE XXXXI

RESPONSES TO STATEMENTS
BY Employer (Private Sector)

N = 139

WHAT DO YOU THINK HAS HAPPENED?

Statement	agree	undecided	disagree
Since the examinations were dropped:			
1. school attendance has improved	14%	37%	47%
2. fewer students fail grade 12	75	12	9
3. more students get above 80% on (grades of A) their high school diploma	36	35	25
4. it is difficult to find out how well students in Alberta are achieving	81	4	13
5. employers have more difficulty in selecting employees	52	12	34
6. students' study habits have improved	4	18	75
7. an "A" in one school doesn't mean the same as an "A" in another	84	6	8

TABLE XXXXI (Cont.)

Statement	agree	undecided	disagree
8. Alberta high school graduates are better prepared for careers and further schooling	9%	17%	73%
9. teachers are more demanding of their students	5	23	70
10. subjects such as automotives and music in which there were no examinations are now considered as important as the former examination subjects	54	21	24
Dropping examinations has resulted in:			
11. better provisions for bright students	19	21	58
12. a decline in student effort	70	11	18
13. better teaching	9	27	63
14. students getting less training and experience in working under pressure	75	9	12
15. better provisions for students who need special help	21	28	47

TABLE XXXXI (Cont.)

Statement	agree	undecided	disagree
16. a loss of a sense of achievement for students.	57%	18%	23%
17. a loss of a sense of achievement for teachers	44	26	27
18. a lessening of undue stress on students	50	15	33
19. more opportunity to adjust courses to interest of local students	55	19	22
20. a decline in the status of the high school diploma	75	8	15
21. more professional freedom and responsibility for teachers	42	28	28
22. students displaying more self-discipline	9	19	69
23. generally more good than harm	19	9	71

TABLE XXXXI (Cont.)

Statement	agree	undecided	disagree
REASONS AGAINST bringing back			
46. The multiple choice format did not allow testing all of the different kinds of student achievement.	75%	6%	16%
47. Teachers taught to the examination, and did not make provision for the different needs of students in their classes	46	12	40
48. Less able students were encouraged to drop out of the examination subjects.	48	18	32
49. Non-examination subjects were not considered to be as important as examination subjects.	71	6	19
50. Assessing teachers by the performance of their students was not fair to teachers who had less able students.	49	9	40
51. Evaluation of students should be based on the entire year's work, and not on one examination.	69	6	21

TABLE XXXXI (Cont.)

Statement	agree	undecided	disagree
52. The examinations cost too much to prepare and administer for the amount of information that was obtained from them.	11 %	18 %	68 %
53. The examination system was not adequate for testing students who were taking specialized courses (e.g., Latin 30, French 31.)	24	28	46
54. The examinations were too difficult for the non - academic students who were taking academi courses such as Social Studies 3C and English 30 which were requir for a high school diploma.	28	16	54
55. The examination results were reported in terms of how a student compared to the rest of the students and not in terms of what the students knew.	44	15	39
56. Teachers were not encouraged to improve stadards beyond those tested by the examination.	30	16	50
58. Students were more likely to study hard.	79	5	14

TABLE XXXXI (Cont.)

Statement	agree	undecided	disagree
59. The examination certified achievement at the particular standard for the grade 12 level.	80 %	7 %	11 %
60. Teachers didn't have to make unpopular decisions about failing their neighbours' children.	52	9	35
61. Examinations had the effect of keeping instruction in each course about the same across the province. For instance, Math 30 in Lethbridg was about the same as Math 30 in High Level.	80	10	8
62. Students learn to work under pressure.	75	5	17
63. Examination results could be used by school boards to evaluate teachers.	46	16	33
64. Examinations meant that all students in the province were judged on the same basis.	83	4	11
65. Examination results helped students make career decisions.	52	9	37

TABLE XXXXI (Cont.)

Statement	agree	undecided	disagree
66. Provincial standards were maintained	79%	10%	8%
67. Employers, universities, colleges and technical schools knew the "quality" of applicant they were getting.	62	9	27

TABLE XXXXI (Cont.)

Statement	G	N	B	U
Here is a list of changes which some people say have affected the QUALITY OF EDUCATION, i.e., standards of student achievement, in the past five years.				
25. Change in course content.	37 %	8 %	26%	26%
26. Change in requirements for university entrance.	20	6	47	23
27. Change in students' study habits.	13	9	65	11
28. Change in employment opportunities.	11	34	24	27
29. Change toward mass education.	11	11	47	25
30. Change in school promotion practices.	10	10	52	24
31. Change in purpose of grade 12 examinations.	12	6	62	17
32. Change in high school diploma requirements.	9	11	57	16
33. Change in requirements for teacher certification.	25	11	33	24

TABLE XXXXI (Cont.)

Statement	G	N	B	U
34. Change in family lifestyle.	9%	24%	45%	19%
35. Change in lifestyles of teenagers.	6	11	62	16
36. Change in society.	8	16	53	18
37. Change in teaching methods.	19	11	40	26

Here are two general questions about the quality of education in Alberta. Please check the appropriate boxes. Feel free to use space #41 if you wish to qualify your answer.

	Yes	No
39. Has the quality of education in Alberta changed in the past five years?	92	4

	Better	Worse
40. If you answered 'yes' to question #39, is the quality of education better or worse now than five years ago?	21	70

G - Good Influence N - No Influence B - Bad Influence
U - Uncertain

TABLE XXXXI (Cont.)

Statement	R	S	D	U
Have standards of student achievement (amount learned) in the following subjects changed?				
42. Mathematics	21%	16%	47%	14%
43. English	6	19	66	7
44. Social Studies	12	31	40	14
45. Sciences	27	23	31	17

APPENDIX C

Procedures For The Accreditation of Senior High Schools in Alberta

Letter From Deputy Minister Re: Accreditation of Senior High Schools

Lethbridge Policy

Medicine Hat School District No. 76 - Accreditation Policy

Edmonton Public Schools Accreditation Policy

APPENDIX C

PROCEDURES FOR THE ACCREDITATION OF SENIOR HIGH SCHOOLS IN ALBERTA

February 7, 1973

All schools meeting the following criteria will be accredited. The school mark will constitute the final standing in Grade 12 matriculation subjects.

Matriculation subjects are taught by qualified teachers holding a valid Alberta Teaching Certidicate;

The required amount of time is devoted to instruction in each high school subject offered;

The content of each subject follows that outlined in the Program of Studies for Senior High Schools of Alberta or a course outline approved by the Minister of Education;

All final standings granted to students are:

(a) endorsed by the high school principal and the superintendent of the schools concerned,

(b) submitted to the Department of Education for approval and recording at a time and in a manner determined by the Minister of Education,

(c) made known to the student by the school so that he may appeal by writing a Departmental Examination,

(d) determined by the school on the basis of a fair and just method of evaluation;

The high school is operated generally in accordance with Department of Education regulations as set forth in the Junior-Senior High School Handbook.

Provisions for Appeals, Scholarship, Private Study and Adults

Departmental Examinations will continue to be available for the following purposes:

(a) for students who wish to appeal marks awarded by the school;

(b) for students who wish to apply for certain scholarships where it is indicated that a Departmental Examination is required;

(c) for students who are taking high school matriculation subjects through private study;

(d) for adults who have no means of obtaining a school mark.

These examinations will be administered in March and August of each year, commencing March 1974 and will include English 30, Social Studies 30, Mathematics 30, Biology 30, Physics 30 and French 30. They will be composed of multiple-choice items and will measure a broad range of conceptual abilities.

Maintenance of Standards

With accreditation the Department of Education will develop a scheme for the systematic assessment of standards of achievement in the schools of Alberta. Alberta norms will be established by means of a comprehensive testing program. Norms thus established will be firm for a number of years establishing a bench mark for future measurements of achievement.

APPENDIX C

Letter from Deputy Minister

February 7, 1973

TO: Chairman of School Boards
Secretary-Treasurers of School Boards
Superintendents of Schools

RE: ACCREDITATION OF SENIOR HIGH SCHOOLS

The government has very recently announced its general policy on the accreditation of senior high schools in Alberta. This letter will serve to give you more detail.

Attached is a paper entitled, "Procedures for the Accreditation of Senior High Schools in Alberta", which should be of some assistance to you. In addition, the following information may also be helpful.

The transition to accreditation can be discussed in three time periods:

1. The Remainder of the Current School Year, January 1 to June 30, 1973

(a) If your board chooses accreditation now.

In Grade XII examination subjects, the school mark will constitute the final standing. This will apply to all senior high schools under your board and to the final standing awarded in January as well as June 1973. If the student appeals the mark given by the school, the mark supplied by the Department of Education will determine his or her final standing. In June 1973 your board may require students to write the Grade XII Departmental Examinations. If so, the school mark will still determine the final standing in June, but the student may appeal this mark and he will be awarded a final standing determined by the June 1973 examination mark. If your board does not wish students to write Departmental Examinations in June 1973 the student may appeal his school mark by writing the Departmental Examinations in August 1973, and choosing the higher mark.

If your school board wishes to opt for accreditation now, it should write to the Minister of Education opting for immediate accreditation and indicating whether or not it wishes to have its students write Departmental Examinations in June 1973.

(b) If your board does not choose accreditation now.

No action is required by your board. The final standing of your students in Grade XII examination subjects in both January 1973 and June 1973 will be determined by the mark supplied by the Department. Students may appeal this final standing by applying to the Examination Special Cases Appeal Committee of the Department of Education or by rewriting a Departmental Examination whenever it is scheduled.

2. The School Year July 1, 1973 to June 30, 1974

Senior high schools under your school board will become accredited under the conditions set forth in the attached "Procedures", unless you notify the Minister of Education in writing on or before June 15, that you wish to use the school year 1973 - 74 as a transitional year to accreditation, If your board so notifies the Minister, your students will write Grade XII Departmental Examinations in January 1974 and June 1974 on dates set by the Department of Education. Scores provided by the Department will constitute final standing for the student. The examination mark will not be combined with a school mark. A student may appeal his final standing by applying to the Examinations Special Cases Appeal Committee of the Department of Education, or by rewriting a Departmental Examination whenever it is scheduled.

If your board has previously opted for accreditation or if your schools become accredited on July 1, 1973 the school mark will constitute the final standing. Your students may appeal their final standing by writing a Departmental Examination in March or August of 1974. Both of these marks will appear on the student's record.

3. The School Year July 1, 1974 to June 30, 1974

All schools meeting the criteria set forth in the accompanying "Procedures" will be accredited. The school mark will constitute the final standing in Grade XII matriculation subjects. Your students may appeal this standing by writing a Departmental Examination in either March or August.

I hope that the foregoing summary and the accompanying information will allow you to move to accreditation in a smooth and orderly way. If you have further questions on this matter would you please contact Dr. J.E. Reid, Director of Research, Development and Examinations of the Department.

Sincerely,

E. K. Hawkesworth

APPENDIX C

Lethbridge Policy

The Lethbridge policy can be summarized in five broad categories: provincial requirements, local autonomy, fairness and justness, credibility and policy guidelines.

1. Provincial Requirements and Conditions

   1.1 Fair and just means in matriculation subject evaluation.

   1.2 Done by qualified teachers with superintendent's approval.

   1.3 Scores submitted to Research and Development Branch.

   1.4 Students appraised of scores so Departmentals may be written if students wish to do so.

2. Meaning of Local Autonomy

   2.1 Means local determination of final standing in a former Departmental subject.

   2.2 Autonomy in evaluation of students, not program of studies, which Minister of Education continues to prescribe.

   2.3 Autonomy is granted to the school system, which may through policy extend autonomy to the school but not to the teacher.

3. Fairness and Justness

   Virtually impossible to operationalize fairness and justness, but it is reasonably obvious when they are present. (See definition).

4. Credibility

   Important to enhance public confidence in the high schools, so one conidition required by the Minister is that the superintendent approve the evaluations from qualified teachers. Approval is automatic if the superintendent regards the evaluation practices as sound. The present guidelines will achieve that purpose.

5. Policy Guidelines

   5.1 & 5.2 Cooperation of the two boards and annual review.

5.3 Responsibility of principal for fairness and justness in student evaluation by the school.

5.4 Autonomy does not mean system wide examinations; the principal and staff should develop new and better means of evaluating students, including some form of final evaluation (not necessarily an examination in the long run but for 1972 - 73, finals are required in all Departmental subjects).

5.5 Subject to local guidlines, schools will determine their evaluative procedures, including weighting; Principal responsible to superintendents re: these.

5.6 Principal shall outline and submit procedures to superintendents in two stages:

(5.6.1.) general evaluation procedures and mark breakdown by October 31, for approval November 15;

(5.6.2.) copies of proposed finals by November 22 for approval by November 30 (approval by May 1 in second semester).

5.7 Credibility with publics stressed. Gradual change from 50 percent weighting of term work and final. Finals may weigh from 30 to 50 percent, with exceptions approved by superintendent *.

(5.7.1.) Local supplemental will have same weight as final;

(5.7.2.) Department supplemental weighted as in regulations.

5.8 Incompletes and make ups to erase previous marks are permitted with teacher and principal approval, provided circumstances were beyond the student's control.

5.9 Rewrites

(5.9.1.) Student may take an examination twice within a semester;

(5.9.2.) Student may elect to take a school supplemental if available or the Departmental;

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* Finals as low as 10 percent approved by separate system in 1973 - 74.

(5.9.3.) Two week deadline for written request for rewrite: principal will make arrangements if student wants to take Departmental; NOTE: Development of local supplementals is on a permissive basis since these may disrupt school program and teacher holiday schedule.

5.10 Appeals

(5.10.1) Student has right to appeal in Departmental subject;

(5.10.2) Student make written request, with cause, within two weeks of mailing of examination results;

(5.10.3) Principal reviews request and use one or more steps to assess basis of original evaluation:

(5.10.3.1. - 5.10.3.5) consult teachers involved; check records, grant personal hearing to student, investigate evaluation procedures followed, let student see his final examination;

(5.10.3.6) If student still not satisfied he can request a hearing from an appeal committee which will include, by principal's appointment, three or more persons (one a department head from another school), but not the principal nor the teacher whose evaluation is being appealed.

(5.10.4) Principal make written report to student within two weeks of request for appeal.

(5.10.5) Copy of appeal and findings to superintendent from principal for information.

Definition

"Fairness and justness" involve objectivity, equitableness, and justice.

Differences of opinion re: whether an outcome is fair may occur among the several publics served by the school, but fair practice involves:

For the Student:

(a) advance notice of objectives,

(b) description of evaluative criteria,

(c) opportunity to appeal,

(d) same evaluation treatment as other students in class,

(e) similar treatment from one class to another in the same course within the school and

(f) within the school system.

For the Teacher

(a) participation in setting course objectives in consultation with subject teachers in the school, or in another school, or with department head,

(b) determination, with department head, of evaluative criteria,

(c) development of evaluative procedures in consultation with department head,

(d) participation with other teachers of subject in school re: weighting of projects, other term work, and final evaluations.

APPENDIX C

MEDICINE HAT SCHOOL DISTRICT NO.76

POLICY HANDBOOK -- SECTION E

ACCREDITATION FOR EVALUATING GRADE XII SUBJECTS

Introduction

The Minister of Education accredits the school system through the School Board. In granting the privilege of determining the final standing of students in subjects identified as Departmental Examination subjects, the Minister has set down a number of conditions:

1. That these evaluations be made by qualified teachers.
2. That the time requirements for instruction time be met.
3. That the content of the courses be as outlined in the Program of Studies.
4. That each school system establish a fair and just way of evaluating student achievement.
5. That final standings are endorsed by the principal and the Superintendent of Schools.
6. That students may appeal by writing a Departmental Examination.
7. That the Department of Education will develop a scheme for systematic assessment of standards of achievement in Alberta schools.

Meaning of Accreditation

Accreditation is granted to the school system and refers to the practice of determining a student's standing in a school subject without reference to an external evaluation. This autonomy is restricted to evaluation procedures and does not include the curriculum which is prescribed by the Minister.

Credibility

It is important that the public confidence in the district's high school is enhanced. The Superintendent must be able to assure the Board that the evaluation is a carefully planned and defensible operation. The principal must be able to make the same assurance in respect to his school.

Fairness and Justness

The Minister is concerned with the need to protect the rights of students and others affected by the evaluation procedures. Of the many publics concerned, the students and teachers are the most directly affected. " Fair practice " for each of these groups can be described.

The student could expect:

1. To have the right and responsibility to achieve over the full term of the study.
2. To have a clear statement of the course objectives when instruction begins.
3. To have a description of standards to be attained.
4. To know how he will be evaluated.
5. To have an opportunity to appeal an evaluation he has received.
6. To receive treatment similar to all other students in our school system.

The teacher could expect:

1. To participate in setting course objectives.
2. To consult with colleagues on criteria (standards) for evaluating achievement.
3. To devise evaluation procedures and consult with colleagues re: this.

4. To participate with others in his subject area re: decisions on weighting, term work, final evaluations.

Policy Guidelines

A set of guidelines for the operation of evaluation procedures under the privilege of accreditation are summarized:

1. Superintendents and principals shall review each year the general operation of evaluation accreditation.

2. The spirit of fairness and justness must be present in evaluation procedures.

3. Evaluation procedures should continue throughout the semester or year and not be based on a final examination although a final evaluation will be necessary.

4. The school principal in consultation with the Superintendent is responsible for evaluation procedures in his school and he shall outline procedures to be followed:

   (a) The general evaluation procedures should be established by October 31 st.

   (b) Details on steps to be followed in the continuous evaluation of the course should be indicated.

   (c) The means for a student to make up deficiencies should be stated.

5. Every student has the right to appeal:

   (a) Local appeal should be continuous throughout the year. Should the student not be reaching the desired standards from day to day, he or she should immediately appeal to his teacher for guidance to correct the situation. Other school personnel such as counsellors may be helpful to the student in this regard.

   (b) The student may choose to write a Departmental Examination.

NOTE: This policy applies equally well to all subjects in the senior high school curriculum.

APPENDIX C

EDMONTON PUBLIC SCHOOLS

ACCREDITATION

A. Definition

"Accreditation" as outlined by the Department of Education has extended the school district's autonomy in the matter of determining the final standings of pupils in the former Grade XII examination subjects. As of July 1, 1973, the school mark will constitute the final standing. Students may appeal their final standing by writing a Departmental Examination in March or August of 1974. Both of these marks will appear on the student's record.

The Minister's concern with the need to protect the rights of students and others affected by evaluation procedures, is evident from his insistence that any system devised to evaluate student achievement be "fair and just". "Fairness and justness" imply:

1. satisfactory appeal procedures,
2. consistency throughout the school system,
3. impartiality,
4. equal treatment of all concerned, and
5. freedom from prejudice.

B. The Assessment and Evaluation of Students

1. Teacher's Responsibilities
   - (a) To ensure that students receive a clear statement of course objectives prior to instruction;
   - (b) To ensure that students are made aware of the practices, procedures, and criteria to be used in evaluation;

(c) To ensure that students are evaluated in a fair and just manner;

(d) To ensure that students are made aware of their right to appeal and the procedures involved in such action;

(e) To ensure that students are informed of the scores obtained by them on matriculation subjects in sufficient time for them to prepare for, and write Departmental Examinations if they so desire;

(f) To follow the course objectives as determined from time to time and within the guidelines as outlined by the Department of Education.

2. Principal's Responsibilities

(a) To ensure that the teachers carry out their responsibities to the students as listed above in 1;

(b) To ensure that, within the guidelines set by the Department of Education and in cooperation with district personnel, teachers become involved in determining the course objectives;

(c) To ensure that the required amount of time is devoted to each school subject offered;

(d) To ensure a reasonable similarity of course objectives within schools;

(e) To ensure that comparable evaluation procedures are used for different classes of the same subject within a school;

(f) To approve the procedures and criteria used in determining final standings as well as approve the final grade assigned;

(g) To ensure that the fundamental principle of fairness and justness is met in the evaluation of pupils in his school;

(h) To develop, and submit for the Superintendent's approval appeal procedures regarding teacher-assigned student final marks which would:

i. ensure student or parent access of appeal to the teacher, the department head, the principal, or to an appeal committee;

ii. permit appeals to be initiated by a teacher, a department head, or the principal;

iii. ensure that, regardless of the level at which the appeal is inititated, the established procedures are followed;

iv. ensure that consultation occurs among the concerned teacher(s), department head(s), and principal prior to effecting any changes to teacher-assigned student final marks.

(i) To prepare and forward statements of student marks as required;

(j) To ensure that the information forwarded with respect to student's credits and marks is correct.

(Board, October 23, 1973)
Additional clarification, November 1975.

APPENDIX D

PARTICIPANT PERCEPTIONS OF WHAT HAS HAPPENED

APPENDIX D

PARTICIPANT PERCEPTIONS
WHAT DO YOU THINK HAS HAPPENED?

Opinions about:

- Quality of Education at the grade 12 level in 1977.
- The Old Compulsory departmental examination system.
- Reasons for - Reasons against going back to the compulsory external examination system.
- The survey instrument itself.
- The present educational delivery system.

The following are verbatim responses selected as representative statements made by approximately 5000 survey participants from the ten groups in the sample. A total of 22,500 comments were made addressing the "What Is? " question of the study. About one in fifty was "not useable". Many expressed a common idea. Hence it was indeed possible to select exemplars for each respondent group. Although an effort was made to balance the pro and con statements selected, this proved to be impossible to do, since some groups tended to unanimously support one view. Particularly illuminating and unique statements were included to further illustrate to the reader that the participants did " tell it as they perceived it."

An additional 14,650 statements were classified as responding to the "What Ought to Be?" question. A selection of these are listed in appendix C , Volume 2 of this report.

. . . .

TRUSTEES

" Some compromise system is required. The old departmental system made robots out of teachers and students. The new system, if not carefully supervised, lacks discipline, consistency, motivation, etc."

" Outstanding teachers are doing a much better job now but I worry about the classes with a teacher who needs a very structured course and some measurement of their success."

" A mixed bag. Good teachers today are developing very good graduates. So what else is new. Outside societal influences and mass education are the strongest negative influences."

" The morality of people in general has degenerated (even the teenagers have to be affected)."

" Change has not been good."

" Ability to handle basics appears to have declined."

" Quality and usefulness of content very poor. Too abstract and idealistic to be valuable in come courses."

" Body of knowledge has increased, logical thinking process which I consider main part of quality, I feel has not changed much."

" Education is better but we still must define the level each student has accomplished."

" I think it is getting broader all the time, but also think monitor basis on a provincial basis, still necessary for uniformity."

Trustees (Cont'd)

" It lends to some semblance of uniformity but can curtail originality of a good teacher."

" Examinations were a lot of work but they can be worth it depending on the exam."

....

MEMBERS OF THE PUBLIC

" All students could be judged on the same basis but that does not mean they had the same quality of instruction."

" Employers perceive it as better now. (See thesis by J. Carstairs 'Employer Communication Skill Expectations' University of Alberta December 1975)"

" The bell curve is an educational malpractice. See Educational Malpractices by Don Stewart."

" Greater discrepency between 'rural' and 'urban' schools. Very low knowledge levels in 'graduates' and no comparisons between schools."

" So – where is the so called 'professional' in the education system – no ethics, no dedication, no nothing – just a job and a pay cheque type of person in the classroom now and we need some screening of teacher candidates re: attitude before they are turned loose."

" Too much of your questionnaire is strictly opinionated. Even a person in the field of education is just guessing and answering your questions from unsubstantiated knowledge and hearsay. I think provincial exams are good only to the extent that they be used as a guage or standard throughout the province. Even at that I doubt if they would accomplish this."

" I believe a child brought up in a home where learning is revered and where new knowledge becomes a joyous experience rather than a drag can overcome most changes which incompetent teachers, school boards etc. come up with."

Members of the Public (Cont'd)

" I feel that the whole school system is very poor. I do not wish my sons to get educated in the present system."

" How many grade 12 students know the words to our national anthem, 'O Canada'? "

" As students we tried to reach a goal in life and better our education by taking further education (university, nursing, etc.). It seems that with the courses now offered, school students can hardly wait to finish school because they're bored and don't have much of a challenge. They don't seem to have any goal in life except to finish school."

" Some teachers have become indifferent to their pupils, resulting in a poor background of basic skills such as in English and math. The teachers put the blame on the Department of Education in Edmonton, the Department blames the teacher, but the pupils and parents suffer the consequences."

" The examinations imposed a force and measured the achievement as a result of that force on a consistant scale. It revealed failings of particular school boards to provide proper teachers as deviators were apparent in each area of the province."

" Loss of a 'we' feeling between teachers and students on attacking a common goal."

" Arguments against return of compulsory exams are expounded only by academics who are in secure positions and who have never been in a position of having to live among the masses."

" As a student in a rural school, I never knew for sure, but suspected I was not getting the same quality of instruction as students in the city."

" Many statements need qualifying in order to be answered satisfactorily. Most students are staying enrolled in school but attendance is much worse. Absenteeism is an ever - increasing problem. Lack of teacher accountability is damaging. There needs to be stadardization of evaluative measures but not a return to just the multiple - choice examination."

" It all depends on the teachers and their ability to be interesting and take the students interest, there will be students who abuse this system, and students who won't. It's good to have examinations to see how much students know, but sometimes exams boggle the minds of the students, and credit is not given where it should be."

Members of Public (Cont'd)

" As a college teacher, I find entering students much less fluent and able to express themselves in writing. Vocabulary seems to have declined markedly since I first started teaching in Alberta (1968)."

" There are many teachers who should not be allowed in the classroom. On the other hand, good teachers are not encouraged to perform at the level they are capable of operating at, usually because of politics."

" It is my opinion that uniform final exams result in perpetuating the status quo to the detriment of more socially desirable educational attainments."

" It is my opinion that in the use of departmentals, teachers merely program their students to pass the exam. How can there be pressure on a multiple 'GUESS' exam? "

" All teachers are not always ambitious. The more passes, A's, the better a teacher appears in the public eye. The popularity is attractive to many. It is catching up to the system though."

" In many instances I know high school graduates enter university working for a certain goal, find it too difficult and with not much difficulty are able to switch over and become a teacher when, in fact, they are not really interested in it or properly (in my opinion) trained for it, thus, are ineffective at best, and appalling at worst as teachers."

" It is true that the student learned to work under pressure when the examinations were enforced, but is it fair to have a student work hard all year and perhaps due to circumstances beyond his control fail because of having a bad day? "

" The ambiguities in almost all of the above statements make it impossible to draw any valid conclusions from what I have marked. Qualification is necessary. In item 33, for instance, experience and training of a teacher, on which salary is based, are far less relevant than enthusiasm, dedication and willingness to mark papers."

Members of Public (Cont'd)

" If I agree with the statement, it doesn't mean that in so doing, I believe the statement is a good reason for reinstating the exams and vice versa. Get some qualified help when making up these questionnaires (perhaps it should be competent rather than qualified)."

" Institute the voucher system. The local taxing authority would provide a voucher representing the cost of educating one child. This payment could be used at a school of the child's and parent's choice. Did someone say 'No! Some schools would be empty? "

" Literacy of high school grads has dropped alarmingly in last five years."

" The complaints of post - secondary educators about the illiteracy of new students cannot be founded solely upon myopic hysteria."

" Dropping departmentals has resulted in a drastic decline of academic learning and teaching, with no incentive for student or teacher, also no uniform teaching of the curriculum throughout the province."

" This system as it is at present has produced a generation of confused, illiterate, lazy bums. Only the few with enlightened parents have a chance to get ahead with all these (FUN) courses as they exist today."

" The result has been a mark inflation. Too many teachers have 'sold out' to administrative pressure."

" A mark inflation has resulted. The tragedy is that the conscientious teacher who has maintained standards penalyzes the students."

" I feel examinations kept a level of achievement in the province. Now a grade 12 diploma means little."

" Unfortunately, teachers will teach to the exam standards - the result however, for students, will be more meaningful. Society also wants a standardization for employment purposes. Small high schools marks comparable to large high schools."

Members of Public (Cont'd)

"I don't know how a province can maintain a standard without examinations. If they could I'd agree with eliminating exams."

"I don't feel that departmental exams should be brought back into the system but I am aware that some change must be implemented. Students at the college level which is the level at which I teach are lacking in many subjects which means that college instructors must waste valuable time to review basics that should be ingrained. For instance: many of my student do not know how to do long division among other things."

"Having a grade 12 student at home, I definitely think that grade 12 exams should be continued. It sure would make them work more."

"Faults are found more in the lower grades where the curriculum and type of schooling varies so much in some cases that schools ten miles apart do not even allow the movement of students back and forth without a great deal of adjustment."

"The departmental examinations should never have been dropped."

"I have taught high school 20 years and have seen a dramatic decline in pupil achievement."

"I had to write final exams and felt I earned my diploma. Kids don't have to think anymore."

"Lack of effort. Lowering of standards."

"The general trend of societies working habits are toward more relaxation and inefficiency. Ones working habits are influenced by those developed in high school."

"I feel the school system has become less effective since exams were discontinued."

"Generally I feel dropping exams has resulted in lazy teachers and students because they have no reason to perform."

Members of Public (Cont'd)

" Students become a pathetic towards scholarly pursuits."

" Students expect good marks for little effort. Parents bring undue pressure on the school to award good marks to their children."

" I feel that high school systems have become quite lax, departmentals could at least put a general control over all students."

" Both teachers and students have a tendency to slack off."

" Students do not feel they need to strive as hard now as before, therefore not trying as hard. There are always exceptions who always do well and use self determination."

" Teachers have a new excuse for not doing their job properly. Lack of proper discipline by parents has not helped matters."

" Students today appear to be able to get through school without really learning too much. Teachers today appear more concerned with their own personal welfare than with actually teaching students."

" I was in school when the exams were dropped. It was too easy a way out."

" The attitude three years ago among my classmates was 'school is a breeze, you don't have to study because there are no exams'."

" Before exams were dropped both teachers and students had to put more effort into education."

" Leaving the students choose his courses results in the student taking the easiest way out."

" Students go to school to learn, not for fun. Teachers could be more responsible and effective but in many cases are less responsible with no ultimate goal of achievement."

Members of Public (Cont'd)

" Teachers deviating from curriculum and not having a measure to judge their teaching."

" With examinations the teacher would also be able to test their competence as a teacher, depending upon how well their students perform."

" Decidedly harder to measure real achievement on part of student and teacher."

" Why should the whims of individual instructors be allowed to influence . student subjects and marks."

" Trend seems to be to get rid of student regardless of knowledge."

" There is no level. If the student and teacher get along with each other the student has it made, and if the student and teacher can't communicate the student has no chance to prove himself."

" Bright students have always been catered to. Teachers can pass or fail at will - who wants to admit they have failures in their class."

" Students feel that the teacher will pass them just to rid themselves of a problem."

" For me it was a great thrill writing departmentals and achieving higher final marks than I achieved throughout the year. Further, I have noticed that the grade 12 graduates have, somewhere along the line, lost out on the three R's (reading, writing, and arithmetic)."

" University requires extra ordinary study habits and knowledge. This is a problem for those entering university at present time."

" We need a change in society attitudes plus good disciplinary teaching."

" They should stick to the old teaching methods. Change is good but not if it goes for the worse."

Members of Public (Cont'd)

" Lack of discipline at home and at school, permissive social changes have contributed greatly to the non caring violent attitudes demonstrated today by young people today."

" The idea that you can only learn when you want to has become very popular."

" I feel that generally the change in teaching methods has been negative. There has been too much encouragement of freedom to choice and creativity with too little emphasis on the basics and mechanics."

" I feel the changes in teaching math concepts is greatly improved to what it used to be."

" Education and the content of subjects are continually being changed so that the student has a very hard time catching on, since the world is changing it is hard for the schools not to change, but the quality of education is down because of the continual change."

" Change in course content should not effect the exams as long as the exams are changed along with it."

" Education would be more acceptable if children were better disciplined."

" Discipline is lacking in the schools. Teachers are being given too many students and not enough teachers to supervise in event of spares."

" The quality of education in Canada in general has been going lower in the last years."

" University or high school graduates are unable to perform effectively without a lot of hand holding."

" Students are lacking discipline in taking good courses."

" I feel education has taken a sharp decline in quality."

Members of Public (Cont'd)

" Literacy standards in young people deplorable."

" In many cases there seems to be a lack of discipline in schools. Many students lose respect for teachers and supervisors."

" High school students today, are uneducated most cannot write or do math without calculators."

" By lowering principles students and teachers can collaborate to show a false level of success - a high score on a low standard."

" I'm only guessing. Good spelling, penmanship, grammar and social studies, especially knowledge or our own country seems to be lacking."

" I feel that the quality of today's lifestyle is worse, therefore, the quality of education is worse."

" Students today need more attention paid to the basics (spelling, etc.)."

" High School graduates cannot write a simple report in understandable English and the quality of spelling is poor."

" The basic problems about education in the province are that the students don't work hard enough and the parents don't care."

" Teachers have too much freedom and all they seem to do is experiment and forget about discipline and order."

" A student has so much education he thinks he knows it all, because he never failed, or made a mistake, they know so much about philosophy, science, technology, but can't read, write and do arithmetic."

" The quality is much worse, teachers, like all servants of the public don't give a damn."

Members of Public (Cont'd)

" It is much worse because the kids are learning the most hideous things today."

" A general decline in the teaching of the basics, especially language, and mathematics (basics)."

" I strongly agree that the present quality of education has had a general bad influence on all our society ever since discipline and the good old basic 'R's have been discontinued."

" I believe it is worse because discipline and work ethics have declined to such an extent that nothing can be achieved in chaos."

" A lack of discipline in the schools is probably contributing more than anything else toward the decline in quality of education in our system."

" As an employer and associate of the present produce of the Alberta Education system, I can only say ' What quality of education?'"

" When the holder of a high school diploma cannot complete a job application form, quality of education is definitely declining."

" Judging by the standard of students we are getting on the labor market it started dropping more than five years ago."

" Education cannot help but change as it caters to an age group that is changing in its maturity levels (going down) because of greater changes in society as a whole."

" Today's graduate seems to lack a knowledge of basics in language and writing. Many have no goals."

" I find students who have graduated from grade 12 working at jobs and making spelling and math errors of simple works and figures."

Members of Public (Cont'd)

" The context of the present grade 12 leaves the average student unprepared to take any job seriously."

" Study periods are being used to roaming the streets instead of what they were intended when I went to school. Teachers unfortunately have lost all control and discipline which further undermines the level of our educational system."

" The fact children can take any subjects and still get a diploma leads them to believe they can do anything with very little effort and low achievement."

" Teachers appear to have too much freedom deciding what, if anything, is to be taught, art, drama etc. appear to be getting too much preference to fundamentals."

"Students today appear to be totally unprepared to enter the work force on their own after graduation."

" Not only is the quality of a somewhat lower standard, the moral ethics have been lowered as well."

" Many students seem unable to accept responsibility in the work force."

" In the past five years all a student has to do is spend 12 years in school and they automatically pass grade 12 whether they know anything or not."

"I am not sure exactly what you are asking here. However, to put it in a nutshell, I am not happy with the education, discipline, etc. my children are receiving, particularly at the high school level."

" Students graduating now seem to have a limited knowledge of the 'fundamentals' as revealed by the fact that approximately 85 percent of the freshmen failed the English entrance exam in the University of Calgary in September, 1976."

Members of Public (Cont'd)

" Teachers and school administrators who had no pride, ability or sense of responsibility to their students have succeeded in making the school courses and the teaching methods so easy and ambiguous that no blame can be attributed to them if their product is turned out as an imbicile."

" My employment necessitates frequent contact with high school students. The general impression seems to be that the schools will offer almost anything to keep a person in, rather than make clear demands to strive for competence in more limited, (and likely more realistic and worthwhile) fields of study."

" Although the quality of education has changed for the better in some courses, the quality of education has worsened in the most important area of reading and writing."

" Students are better in the mechanics and sciences, but appear unable to communicate well."

" Better in content and variety, worse in basic skills."

" The quality of educational information is a higher quality. The teaching methods are of lower quality."

" Budget restrains directly"effect"quality of instruction. Reduction of class loads required."

" Students vary in their abilities and efforts, and one test cannot judge this."

" I feel one exam should not determine ones knowledge. Students don't all excel the same. Too much pressure on students already."

" The exams did not take into account the possibility of the student being ill, having a bad day, etc."

" A student may have a bad day and not do as well as he is capable of."

Members of Public (Cont'd)

" Quite a few students feel quite uncomfortable writing exams and feel better just doing practical work."

" My main objection to the 'final' exam is using it as the evaluation totally and allowing (indeed encouraging) teachers and students to work toward final examination results."

" Too much pressure and stress was applied to one specific time of the year rather than applied throughout the school season."

" For an examination, students would have to study or cram real hard for one test whereas if they were tested all year, it would be easier for the student to study and teachers could probably do a better job teaching too, knowing the child has to pass on his year's work, not only on one examination."

" I agree that a year's work is important. Cramming for exams is not learning your material. Also some people can not successfully write an exam even though they know the material."

" I feel students study habits really need help. With departmental exams students try much harder. Their study habits were better and teachers try harder to make students understand the importance of study, both now and for the future: e.g., university preparation."

" I feel that brighter students working under stress would probably be ready for university and would work much harder once at university if they had to work harder and pass departmental exams. The slower students probably benefit a great deal without having to write departmental exams because teachers have more time to spend with these children and they can work at their own level."

" When there is a final examination to face, students work harder all year."

" I don't think students in school try as hard as they would if they wrote department examinations, they seem to come out less educated, many can't write well, spell or know things about their country."

Members of Public (Cont'd)

" Bringing back departmental exams, I think, will make students strive for better marks, make them study and prepare them much better for university."

" When students passes their examinations you could feel certain that they merited the pass usually because they worked harder during the year and the onus was not all on the teacher."

" With no method of evaluation of teacher performance, neither the teacher nor his/her employers can make constructive criticism."

" I think the standard achieved by the majority of students is poor and their effort is minimal."

" Students worked harder, therefore, I believe they had the goodwill and knowledge of the teachers working with them."

" There should be a provincial standard and students should know as well as parents what that standard is."

" I feel examinations never hurt anyone, but should make one more confident in his ability to seek employment."

" If education is intended to help prepare us for 'life', then pressure, choice, self discipline, being measured against standards are a part of our life."

" To be of any value to an employer, a student or employee must know something to start with and secondly he should have developed a good healthy attitude towards learning and work; he should be willing to do an honest day's work for what he is paid."

" Students will be exposed to competition after school, so should be prepared earlier."

" Without grade 12 marks how can any employer know, unless they have a standard test, what type of employee they are hiring."

Members of Public (Cont'd)

" I understand that Alberta has had a high standard of education compared to other provinces and I think exams may help maintain that standard."

" Exams give us standards for educating, without exams we cannot increase the quality of education."

" Examinations provides incentive for better entire year effort."

" The pressure of final exams is a good place to start in preparing students for the numerous pressures they must face as responsible adults."

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SUPERINTENDENTS

" Happy - gang approach to school"

" Change in moral code of society. Change in compulsory attendance or lack of enforcement of same."

" Change in compulsory attendance with reference to family (youth) allowances - formerly could cut off if attendance not satisfactory."

" Students do less studying."

" Worse because standards have been relaxed."

" In teaching strategies better. In decision making worse. In school administration better. In school policy makers (boards) worse."

" Some areas better - more opportunity. Some areas worse - difficulty with standards."

" Education is broader, less restrictive and prescriptive than formerly."

Supt's (Cont'd)

" More postive attitude in students and society."

" Examination results can indicate trends provincially which require action by university, Alberta Education and local school authorities."

" The examinations never caused hardship on any student who had a desire to complete grade 12. I knew a lot of 'dumb' pupils who achieved a matric and went on into successful post - secondary education and are gainfully employed today."

" Examinations encouraged comprehensive teacher - pupil review sessions."

....

TEACHERS

" Students today are more questioning and more 'now orientated.' They do not accept external standards as readily nor are they willing to postpone things to the future."

"What is undue stress? Teachers want to look good (so do all humans) and don't like too many low marks on their record. Those teachers who still maintain pre - 1973 standards find fewer students enrolled. Personally, I feel that students who insist in following my course are in general good students but in general everyone in high school studies less. I'd like to return to a 50% year's work, 50% departmental."

" I am strongly against the type of grade 12 departmental examinations last given, because the type of questions asked were not of the calibre to test their knowledge. The English examinations, the social studies examination and the science examinations were not fair to the students, they were too difficult."

" The university is now too lax in screening candidates. If the university wishes to admit candidates with minimal entrance requirements, they should be prepared to offer remedial course work."

Teachers (Cont'd)

" Far too many weak students can graduate. The problem is that far too many weak students are allowed to enter high school from grade nine. Why not make departmentals there, it would weed out the weaker ones and force them to follow a different pattern at least for one year in high school and better than that, it would give order and discipline back to junior high. I taught junior high for 10 years and loved it, now I wouldn't go back because of the removal of the grade 9 exam that maintained discipline over all of 7, 8, and 9."

"With more and more programs on the 'quota system' at university the need for some standard measure of evaluation is needed. Why should a student be refused entrance just because he has been unfortunate enough to be in a school that has maintained high standards?"

"Schools should work to develop the talents and abilities of students. They should not be used as screening agencies for employers. Nor should they be utilized to 'babysit' the uninterested student by luring him into the multiplicity of useless options."

"In the trend to mass education, the school is expected to cater to too many. It is expected to retain and adopt to the level of the uninterested student. To this end and in the name of 'flexibility' too many worthless options have been created. Failure has been done away with. Everyone is entitled to a high school diploma."

"The present provincial government's policies toward education, culture, and social services are appalling and has resulted in the lowest morale among teachers and students that I have ever observed."

" My major objection to departmental examinations was not so much in terms of the concept of external examinations, but the nature of the exams, and the fact the Department of Education both made and financed them."

" The throwing the onus of passing or failing a student onto teachers required a terrific belief in the character of teachers that they would not heed to public and administrative pressure. As act of faith but not of wisdom. It was not the most advisable thing to so isolate the teacher."

Teachers (Cont'd)

" We have tried to do without the exams, and the result has been a mark inflation. It is time to go back."

" Failing students is part of a teacher's job. If he cannot face this responsibility, he had better look for another career."

" I think the opportunity for better teaching presents itself, but the will to learn may have deteriorated and may have ambushed the teacher who was exploring new ways, methods, styles..."

" Formal exams should encompass all high school grades. Easy promotion policies in grades ten and eleven put an additional strain on grade 12 teachers. Perhaps high schools should be more diversified e.g., Academic, vocational, etc."

" This quesionnaire is frustrating me, because it fails to address itself to the validity of the exams as we knew them, and the continued doubt as to the possibility of devising exams which are truly valid. (Of course your other studies may be doing that, but knowledge of this fact will affect the validity of the answers to this questionnaire.)"

" School board had a great time averaging marks of teachers, courses, and system, e.g., average mark of Edmonton students to that of Calgary students. This became the all important thing in education."

" The quality of education in this province would go up 100 percent if education were given back to teachers and the school. If the quality of education has declined it is at the urging of governments to get people involved in a process about which they are not qualified and reduce the prestige and authority of teachers to maintain academic standards and discipline."

" Standards have declined for matriculation students, but there are more students completing high school."

" Too many students with academic ability are doing mediocre work and need more incentive. They know the teacher will give them a passing grade."

Teachers (Cont'd)

" Please look at discipline seriously - soon."

"The school system is in a state of turmoil. The students are running the system."

" Departmental exams should also be used at least on the gradenine level and even, perhaps on grade ten and eleven. Far too many junior high school are passing on students ill - equipped to cope with even the lowest levels of senior high school subjects."

" Pupils do not ask teachers for special help anymore - whereas they did when they felt the pressure of the departmentals. There seems to be an attitude of indifference."

" The Good, the Bad, and the Ugly, are all lumped together nowadays. The good scarcely need teaching while the bad and the ugly are scarcely 'teachable'. Yet, they all graduate with 100 credits. Let us lower our expectations for the latter categories."

" The modern education system is far too lax and makes teaching difficult."

" Many students receive their high school diplomas too easily. They don't really know the material but pass with a 40 percent grade."

" Students are definitely not putting in the effort they used to."

" The decline in the work ethics in adults is accompanied by a similar decline in students."

" I feel student are not working hard."

" If dropping the examinations had resulted in better teaching, it would have been worthwhile, but it didn't, in my humble opinion."

" Dropping examinations has resulted in a decline in student effort and quality of education."

Teachers (Cont'd)

" Dropping provincial examinations has made it more difficult for institutions of high learning, not just for teachers or students."

" The first year I taught Math 30 with 34 students, I had 15 students below 50 percent in ' my books '. However, the department exams allowed 32 of these to get over 50, and two others to get over 40. This was the last year departmental exams counted 100 percent."

" Teachers are not only teaching toward a provincial final exam. Students work consistently toward the completion of the teacher's goals and not toward one examination set for all students in Alberta."

" Without departmental examinations a student has a better chance to achieve success in grade 12 because one exam does not pass or fail him."

" As a teacher of English I am obliged to say decreasing credit requirement from 20 to 18 was a bad move."

" I don't think teaching methods, or at least the range of choices, or alternatives from which to choose, have changed."

" The changes were designed for the ideal, the 'great' education type and the student who was assumed to be excited about learning for the joy of learning - unfortunately, our society does not exalt those values, so the changes have had a negative effect."

" Seems to be a'trending' to make new course changes easier."

" Changes in the home and society have far more influence than changes in school."

" The change in course content should start in the lower grades, teach them the basics (real arithmatic, spelling, grammar, reading, handwriting, history, geography, and especially to LISTEN)."

" Education should not be forced to follow trends. It must accept society as it is but it should be a change agent."

Teachers (Cont'd)

" I think it has changed its emphasis. This is bad for grammar, but good for the thinking process."

" I feel standards are lower, expectations by the teachers are lower. Differences between schools in town and country much increased."

" It is nearly impossible to have a hard educational system in a soft society."

" Quality of education has deteriorated due to negative attitude of students (not due to poor teaching)."

" Lack of basic skills and ignorance about their own country are two outstanding weaknesses."

" It has gotten worse because of increased work load, less funds available, schools have become scapegoat."

" Schools are not receiving adequate financial support so generally standards are declining."

" While the quality may have improved in some areas, those entering university appear to have greater difficulty. This, however, may relate to factors outside schools."

" Better trained teachers, more freedom in organizing course materials, better tests and more audio visual materials have led to content improvement."

" The quality of the education of our students is as good as we can justifiably expect since our schools reflect society rather than lead it. Once society changes for the 'desirable' then the quality of education will also change."

" Assessing a student on one two - hour exam is not fair on nerves or sick students."

Teachers (Cont'd)

" These items are difficult to answer with any certainty because one needs a perspective of history, too - a judgement that may require the testimony of years behind it. Yet, whatever else the school is, it is a microcosm. One should not expect of a school a paradise, insulated, and full of quality when all around us 'quality' in effort, workmanship, and life experiences, even in the most broadly conceived standards, may not be there."

" My answer is specific to my situation. I feel my exams, designed for particular classes are a truer indication of my students' ability than departmental exams are."

" Teachers (most) improve as much as possible without external pressure."

" Bringing back compulsory grade 12 examinations would penalize good teachers and is not a valid criteria for evaluating student performance."

" Departmental examinations place too many restrictions on a classes freedom to pursue those areas of study that it finds most useful."

" Student are encouraged to work for the whole term not study frantically for one final exam."

" Exams encouraged last - minute cramming."

" I am opposed to multiple choice testing in English. Because multiple choice tests do not permit synthesis, a primary educational objective, they encourage choice of the right answer rather than coherent expression."

" Employers and higher institutions of learning have a right to be able to determine levels of proficiency before hiring/admission. Otherwise society pays for errors of untrained workers, and university freshman courses are characterized by initial overcrowding and subsequent high attrition."

Teachers (Cont'd)

" Employers had a better idea of the 'quality' of applicant. However the problem of 'job oriented teaching' still existed. Employers have always pressured schools to 'prepare students for the work force.'"

" I feel the departmentals were a good bench mark for all concerned teachers, parents, students and businesses."

" Examinations add strength and sets standards to any material taught. It should not be an all or nothing system."

" A new kind of examination to evaluate student progress seems necessary. It will give an objective standard for both teachers and students."

" Keeps the teacher aware of their responsibilities to maintain quality education, also keeps the student studying to achieve a difinite goal."

" I believe that departmental exams act as a 'check and balance' system both for the teacher and the students."

" Students should learn to work under pressure toward a common goal."

……

STUDENTS

" Who cares about provincial standards?"

" Departmental exams are gone and that makes the system BETTER!"

" Now it is easier for a student to obtain a High School Diploma with little effort."

" The department of education doesn't know what is happening."

Students (Cont'd)

" There is alot less pressure on a student who does not have to write these exams. He has enough problems as it is already. Also most people panic in these tests. It's not really benifiting the students at all."

" Resulted in a 'slide' (work load) from April til June, not worth coming to school."

" In many schools the desicion to drop these exams has effected the quality of education (probably lower). In our school though, many teachers have increased the quality of education."

" Students are getting a more varied education, and learning 'non-standard' information."

" Examinations may tend to make some students unwilling to work throughout the year and just put all their effort into the final exam."

" This question is stupid because we don't know what departmentals are like and we definitely don't know about the attendance. The questionnaire is stupid too."

" Examinations are throwback to the 'rod and ruler' teaching days where the student learned what he was taught and very little else."

" I think that the teacher qualifications have dropped and it is a joke now about the university if you are going into education. It seems that something should be done to improve the standards of teachers."

" In Japan now kids younger than us are committing suicide, etc. due to the intensity of the scholastic pressures. We certainly do not want that, why should education be a chore. We should want to lean and expand our so limited knowledge and powers of thought. This cannot be achieved by spending three years studying for a single exam."

"Quality of education now is too much. People are getting over educated and they don't know nothing."

Students (Cont'd)

" I feel departmental examinations are ridiculous, and do not evaluate very much at all, and therefore serve very little purpose. Education should be geared to individual needs, and examinations (departmentals) do not allow for this, and therefore, since specific material must be covered for the exams, one must go on to further material whether one understands the previous material or not. Education in this fashion robs many students of a great deal, and also robs some students of a fair chance in life, once out of high school because of results of such exams."

" Teachers improve because they are freer to teach what they enjoy and what they are good at."

" The person who typed this questionnaire hasn't learned much from departmentals."

" I do not feel that just because the departmental exams were dropped that the quality of educated students coming from high school has dropped."

" I feel that now students have a better chance of making it. They have more fields to choose from and can take subjects they are good in and are interested in. If they had no choice people would leave."

" Teachers are to be tested during their 4 year training. Surely there must be another means of 'checking up' on a teacher's technique."

" Some teachers are just lazy, and don't care what students learn. Yet they make their exams tough and completely off topic. Therefore class averages are low, and this pleases the Department of Education. The teacher is considered 'good,' cause marks are low."

" Teachers should be carefully checked and critism about their 'slack' methods be taken more seriously. Poor methods and lazy teachers should be watched carefully instead of being covered by the so called 'Professional Etiquette' ".

" Some of my friends in the other high schools work no where near as hard as students from KAHS do. Its not that we work too hard, but that other students work too little."

Students (Cont'd)

" Unemployment statistics will prove that teachers are being too easy in allowing students to pass out of grade 12 to university -- too many students and the quality of them is undoubtedly poor."

" There is much more diversity in courses and it makes school much more worthwhile."

" A departmental exam is written on one day. If the student writing the exam doesn't feel good or has problems he usually bombs out! Tough luck kid!!"

" Perhaps if people had a true picture of what is exactly going on in the school system, there would be no controversy about it. All that is needed is to have a few of the poorer teachers go and, in general, everything will be fine. Society and family life styles have played a large role in the changing attitudes of students. Also, university students should be better prepared for teaching when they graduate i.e., student teaching in every year especially their first."

" What do you define as 'studying hard?' -- studying madly for 1 or 2 nights before the exam? If a student does poorly in English does this mean that he is poor in biology? Should this prevent him from continuing on in a university?? Also, as far as I can see school boards do not evaluate teachers as it is."

" Who is to say that a students school work will have any bearing on his ability to work hard and do a good job in the outside world! Pay us to go to school and I'll change my statement."

" Teaching has gone downhill all the way. Education now is practically useless. Jobs are just as hard to find with it as without it."

" I feel that the school system, as it presently stands, is not adequate preparation of the amount of work required in university. But am undecided if departmentals are the answer."

" Teachers mark differently -- an 'A' in one class is a 'B' in another. Universities go strictly by these marks, thus causing an unfairness between school."

Students (Cont'd)

" I feel the opportunities for students have improved, because there is less stress on education. If the teacher is a good one the present system is better. In our school we have been fortunate with our teachers."

" Some teachers are hard markers and others are easy markers. I think if they could all mark at the same level, departmentals wouldn't be needed. On the other hand, some students get higher marks than others, because of the teachers, but they haven't learned as much as some other student that had to work for his marks."

" Departmentals were the greatest thing since sliced bread."

" Using departmental exams as training for working under pressure shows you that you simply cannot alter educational system (by discontinuing exams) and then let students out into a pressure filled working world."

"Most esteemed and learned council:

Ladies (?) and gentlemen (?). I question the validity of this questionnaire. Many questions are worded so that inferred answers are already given. This cannot and must not be so. To ask for opinions on predetermined fact is one matter but to ask for opinions on prejudiced opinion is another. This questionnaire used as its source of opinion, I assume, tentatively formed conclusions on relative facts as analyzed by media - influenced politicians. I believe that, when such a questionnaire would be made available to the students, it would be more objectively worded as to avoid overemphasis on an emotional response.

I do applaud MACOSA regarding the use of a questionnaire to teachers and students who should rightfully be consulted regarding such a decision. Unfortunately, I feel this questionnaire has defeated its purpose. One must allow the public to express their own opinions and not try, (as this questionnaire did) to formulate their opinions for them.

I also challange the bureaucratic system. I would wager that this comment and many others like it, will see only the glancing eyes of the keypunch operators."

" The 'quality' of education my depend on the 'quality' of the teacher."

Students (Cont'd)

" I fail to see why it is so important that a student in Lethbridge need be academically identical to a student in High Level. I think departmentals are the worst thing that could ever happen, it almost ruins your high school years for dread of these exams. ¬ hey're crazy. If a year of normal exams and assignments can't test a student's knowledge, nothing will, especially departmentals."

" I feel that the change of family life styles has a great effect on the students. If a family is close the students do better because if they con't they let down the family as a whole."

" It's all too easy now - slack attitude. Education is no longer something to be proud of, at this level."

" The quality of education depends solely on the teachers. They must be good or the students turn out bad."

"You are too biggoted to accept the real answer that examinations are not worth the effort and are not fair in our school system."

" I feel that since the examinations were dropped, students can learn for interest, because they want to and not because they have to know everything for the final test. Isn't education to learn how to learn? "

" A better outlook of students on education."

" A general improvment as far as how the courses are taught, the teachers are able to make the courses interesting to the students."

" Education is directed to the individuals requirements. He or she has more opportunity to learn at his own rate and to chose what things are important that he wants to learn."

" An interesting and more enjoyable learning experience."

" Teachers are able to teach the student something that the students are interested in."

Students (Cont'd)

" Teachers have flexibility in what they teach. May teach what students are interested in. A student is more likely to put out an effort if he or she is interested."

" The student loses the experience gained by writing the test."

" Students have lost the sense of school pride after achieving their goals."

" Students lose most of the course. Mainly review."

" The students lose a sense of responsibility, and don't work as hard. With the examinations you either make it, or break it."

" School has lost what it was started for. Courses too damn easy and teachers not strict enough."

" Students tend to suffer a little with no major examination for they forget what had been taught in former years."

" Many students and teachers have adopted an 'Idon't care' attitude towards education, they treat it as a joke. Anyone wanting an education is hindered by this type of attitude."

" Dropping exams has resulted in lower standards in classes."

" Teachers no longer feel that they have to keep the quality of education at a standard level."

" There is definitely a decline in the status of the high school diploma since examinations were dropped. The standards are much more relaxed now."

" Students feel they can get high marks without really learning anything, very often they do. Teachers also feel less pressure and some don't bother to go through much effort."

Students (Cont'd)

" Most students are working less, if they can pull off a 45 they can still get credits, so why work."

" Students are bored and disinterested and are able to get through with minimum effort."

" Students in general take education as it comes, without a second thought."

" We don't have to work as hard to achieve our goal."

" Students not trying hard to get good marks, only to finish school and leave it behind."

" Students do not have to work as hard or come as often to pass a course."

" The better students and teachers will continue learning and teaching as before but now there is no standard of comparison."

" It is now impossible to compare a student's mark with that of someone else in another school. This is very unfair, particularly to those going on to university."

" In dropping the examination it is hard for students to judge their standing with other schools."

" The inability of teachers to compare their teaching methods and the students marks to those in other schools."

" A problem for students going from one school to another."

" The grade 12 examinations showed you how good you were compared to another student in Alberta."

Students (Cont'd)

" More uniformed grading in your school. Better student - teacher relationship."

" The students experience pressure which is not necessary or condusive to good marks from departmentals."

" I feel that departmental exams are necessary. I do not feel that they exert more pressure on a student. The pressure exerted will be no more than the pressure we'll be facing in life. Let's face reality."

" It has done more good than harm by taking the pressure off the student allowing him this to expand."

" Less pressure on students and teachers and a generally more relaxed learning atmosphere."

" The pressure was unnecessary and left less time for other studies because of cramming and worry."

"Less pressure on students planning finishing high school."

" Students are too free, I feel not enough pressure on some."

" Students having less stress on them and making it easier to work fuller in each course."

" Students who can't work under pressure do better."

" Stress is not really put on the student by the teacher."

" The main thing the dropping of examinations has done is lessened the worry of the students over passing and failing."

" The students feel more relaxed because the whole of their learning isn't based on one test."

Students (Cont'd)

" Dropping examinations makes it possible for us to choose subjects which will further our future careers but we are also less knowledgeable in the basic subject."

" Not giving pre - university students test experience which is needed."

" The dropping of final departmentals makes it easier for the student who is not on the honor roll. (Like me)

" Study habits have declined. Teaching methods vary drastically from one course to another. It is hard to adjust."

" Student self - discipline and effort has drastically dropped since examinations were discontinued."

" Students are no longer striving for better, just 'good' enough to pass, no self - discipline."

" I think the departmentals was good for everyone. The schools were teaching generally along the same lines."

" Too much responsibilities put on school and teachers."

" Allows for more freedom of course content which is beneficial in some cases."

" Teachers are not demanding enough from the student, therefore, students are unprepared for further education."

" Teachers are not as demanding as in the past."

" More time allotted to the teaching of each student, individually.

" Less students dropping out of schools."

Students (Cont'd)

" I think that students do not study enough; most do not even know how. That's one thing that needs changing."

" Change in students desire to achieve more."

" There isn't enough discipline; the students are not respectful enough towards their elders. This change must be met in the homes and in the schools."

" The quality of education hasn't changed, but people's attitudes towards it have."

" Education standards seem to be going down the drain, private and boarding schools are really the only place students really learn."

" Today it seems that very little is demanded or expected of students; therefore they often lack the desire to achieve good marks."

" It's worse because the teacher or the system of education does not demand as much."

" I think that it is worse now because more and more people are getting out of school, and they find that some of them can't even read properly."

" Students five years ago had a harder education and were forced to learn more and I think they are smarter than students today."

" Students sometimes freeze at these tests and receive below their average mark."

" It is not fair to judge a student on one exam when they might have had a bad day. The rest of the year's work is unimportant which is not fair."

" The day set aside for the examination might be a bad day for the student e.g., feeling low. Students function sometimes better on certain days. The day of the exam might not be one of them."

Students (Cont'd)

" With the examinations, students were put under undue stress; their whole mark depended on how well they did. I feel that the final exams that schools give serve the same purpose, and they are also better because they cover information the student knows."

" Taking an exam such as this one was did not take into account that students were under pressure and did not do the best they could."

" I very strongly agree that a whole years work should not be counted by one exam."

"A whole years work should be considered not just the final examination."

" A student has his or her own learning level. Which should be judged on all the years work and personal achievement and not all one test."

" More emphasis should be placed on yearly performance and not so much on one final exam."

" A multiple choice exam is a poor indication of the student's actual ability."

" If the examinations were brought back in some form, I believe the level of learning would go up."

" Students and teachers, if the examinations are reintroduced would be working at a standard level with their counter parts in Alberta which would keep standards high."

" With the reinstatement of exams, the students of various smaller schools are able to receive the same academic education as the students in city schools."

" Grade 12 students would know where they stand and not be fooled by false impressions about their education."

Students (Cont'd)

"To eliminate different standards among schools, departmental examinations are necessary."

"Examinations are necessary to set a basis or level of marks between school."

"High school student that know a final general examination is ahead may try harder throughout the year. Provincial tests may be more valid."

"Bringing back compulsory grade 12 departmentals will force the student to study harder."

"Courses seem to vary from school to school. Departmental exams would be able to show how teachers are teaching just as they show how a student has done through the year. A departmental should not be the only test to see if a student passes. It should be counted like other exams."

"I feel that if the departmentals were to come back the students would try harder and perhaps get more out of school than we are now."

……

PRINCIPALS

"My argument with departmentals is primarily with format. I would like to see the traditional departmentals but not the machine scored that were used at the end."

"Teachers are more ingenious in getting subject matter across to students. Students, however, are generally satisfied with minimum achievement neutralizing in many cases the special efforts of teachers."

"I enjoyed completing this questionnaire. It was a straight forward instrument into which considerable time and effort must have been expended in its preparation."

Principals (Cont'd)

" In my opinion, the most serious problem facing high schools today is that of diminishing attendance stadards. I do not really believe that reintroduction of final exams will do much if anything to correct the problem even at the grade 12 level. There is a mistaken notion held by students that they have UNLIMITED RIGHT to access to a high school education at public expense. I believe that willful failure by students in courses through non - attemdance, cropping out of courses and school, non - effort and then repeating those courses is costing the taxpayers of Calgary 1/8 of a teachers salary for every 25 repeaters in a course or $2500.00. I believe that each beginning grade 10 student be given three calendar years to complete his high school education and his parents should have to pay for what remains incomplete after three years with discriminating powers given to principals and superintendents to make exceptions where special circumstances warrant."

" Don't the people of MACOSA have a conscience? Why waste time and money on a needless study. This government is worried because the schools are accredited. It won't come out and say so. Instead it uses the back door method of a study to justify the eventual reintroduction of exams and de-accreditation. Who is the pressure group asking for compulsory exams? How large is the group? Why must education be politicized? This government is great for promises and words on autonomy. But at every step that autonomy is being taken away under one guise or another. Shame on you, members of MACOSA, there must be a better way to make a living."

" You cannot compare students or society on the same basis in 1972 and past with 1977. Not all the public knows the scaling of departmentals or economic pressures on universities to accept more students and to drop entrance requirements."

" The quality of the examination was deteriorating long before they were phased out. French 30, for example, gradually became ridiculous. If the present trend of diversification of course content in almost every area continues, bringing back provincial examinations will be an exercise in futility. The proliferation of optional modules makes setting of bench marks a very real impossibility."

" The psychological impact of exams on the parents is usually good. Parents feel that passing a departmental is a dependable standard."

Principals (Cont'd)

" Freedom in curriculum 'have' caused a loss of direction."

" 'Better teachin' - more geared to the student, which is good, but at the expense or core content, which is bad."

" Dropping departmental exams has changed only the nature of pressure. More consistant study habits I feel are the result."

" Dropping examinations has resulted generally in drop in effort, there is also less pressure on part of student."

" Students have been able to receive a broader education, relating to their interests."

" Students are no longer as goal orientated as before."

" Society is more permissive, therefore parents and teachers demand less of the students."

" Fewer guidelines for teachers."

" Teachers require appraisals to maintain performance standards."

" Attendance in high school is running at between 85 percent and 90 percent and so instead of the required 125 hours of instruction for a five credit course we are in fact having somewhat less than 112 hours. Standards have to have deteriorated and students are still getting inflated marks despite lack of attendance. Mostly affected in my mind are English and Social Studies."

" Change in confidence of public in teachers."

" Change in objectives as stated in course outline."

Principals (Cont'd)

" Changes affecting quality were mostly made in the late sixties."

" In content change one must consider the individual changes rather than all in general."

" The quality of education for ' general ' students is better but the quality for 'academic' is not improved."

" Course content in most cases is much better, student effort is now much decreased."

" Students are less able to cope with their society. We have never tried so hard in history of education to strive for individuality, and we've never produced so few 'individuals'."

" It has gone down because we have accepted and thus encouraged mediocre work, especially from the non-matric students."

" Students (like Churchill) who are good thinkers but not concerned about a mark on some particular exam might do poorly."

" I was very dissatisfied with the multiple choice format for English exams, especially. Perhaps social studies would fall into this category too."

" Teachers as well as students, need guidelines; otherwise standards decline."

" The examination insured an uniformly good standard of education throughout the province."

" Province - wide examinations also provided equally fair evaluation of students, regardless of geographic location."

" I believe the lack of grade 12 departmentals has virtually removed serious incentive to succeed from too many pupils."

EDUCATION CONSULTANTS

" According to the questionnaire, I think we would disagree on the cause of the drop in quality. The drop in achievement as I perceive it is caused by a number of factors. I believe the most significant factor is the lack of productivity on the part of the teachers. This, I believe, stems from two factors: 1) a general decline in the work ethic; the labor union point of view, of more money for less work appears to have infected the whole society, and combined with this 2) is the fact that there is a lack of quality control on teachers, e.g., the Department of Education ceased inspecting teachers when the change was made to locally appointed superintendents and at the same time departmental exams were discontinued. Additionally, some courses during the last 5 - 10 years have changed to less structure which requires more teacher preparation, when they are putting in less. Social studies is the best example of this."

" The marks are higher but I doubt that as a measure of quality."

" Too much outside interference from 'experts' other than teachers."

" People ignorant of examinations use, and consequently will regress into, the mythical assurances and comfortable nostalgia of the past."

" Difficult to find teachers who are teaching on the basis of students' specific needs."

" Better provisions for students where good, committed teachers exist, but poorer provision where mediocre teachers are involved."

" Students are being provided with a much broader base in their general education and there is greater attention being paid to individual students' needs."

" I feel the elimination of departmental exams has given the teacher much more freedom to bring the curriculi into the 20 th century."

" The added responsibility on teachers is still being reckoned with by some, while others seem to have shifted responsibility to others again."

" Removal of exams affects only 10 to 20 percent of students in most schools. Removal of exams puts all subjects, teachers and students on a par."

" Those teachers who are changing their course content, teaching methods are sincerely making the change for the betterment of their students, mass education and society. Those who are not changing still operate in the old way which still doesn't negate quality education. It merely allows more latitude for all."

" Do not assume that reinstating department exams will provide the answers. There will never be one exam that can adequately test all students."

" The old provincial exams did not test sufficiently well in the skills areas, nor do present methods. Skills, e.g., essays, reading, research, math, etc. should be tested. The multiple choice exams are inadequate."

" Students had more clear - cut goals and career decisions were much more easily made."

....

POST - SECONDARY SCHOOL PERSONNEL

" There is a much wider variability in the degree of achievement in students in various parts of the province."

" It probably produces a better all round person, but a poorer scholar for further, university level studies."

" A delution in the meaning of 'accredited' schools."

" Student study habits dropped in quality."

" More motivation on the part of students to study continuously throughout the school year."

Post S.S. Personnel (Cont'd)

" A loss of understanding as to any definition of 'academic standards' for students moving to advanced education."

" Change in the amount of direction which the department has given in prescribing course content."

" There seems a decline in quality of instruction in language and social studies. There have been few developments relating to the student understanding of his health, the nature and operation of the local institution i.e., school, city , province. No worse in understanding of local problems."

" Quality has become less. Opportunities to explore beyond core subjects has improved. Previously all were geared toward university entrance."

" Perhaps the overall quality is better in terms of more opportunities for more students, but without some criterion referenced testing there is no way to be certain."

" It is lower in public esteem and 'prestige' as measured by excellence in achievement."

" Examinations meant that universities had, at least, a common understanding of the standard to expect of matriculation students."

....

EMPLOYERS

(Public Sector)

" Teacher quality (High School) is becoming alarmingly poor."

" Apathetic teachers and parents. Teacher, student counsellor and school principal qualifications and abilities are below what they should be. Students are being influenced by personal bias, political and religeous; and by slovenly performance. Students therefore react in various undesirable ways."

Employer (Public Sector) (Cont'd)

" Generally speaking, I feel that our six children have not received as good an education as I received 35 years ago and I would be most pleased to attend a private interview to discuss what has happened or what is happening to the quality of education in the province of Alberta."

" I believe that examinations provide an incentive for achievement."

" There are no adequate standards for judging the achievement of both teachers and students."

" I feel the same effort is not put forth by teachers when they know students marks are not to be compared with other schools."

" Students need to face stress situations because they are unprepared for life as it really is."

" Change is not bad. What is important is that standards be maintained."

" The quality has deteriorated and student accomplishments decreased."

" The quality of the last five years is not improving the abilities of employees in the basics of skills."

" Worse, basically bcause of lack of control and discipline."

" The basics have to be taught before the students can excell in anything. It seems spelling, for example, is no longer required."

" The three R's and spelling are more ignored than before."

" Lack of standards and clearly defined objectives have resulted in a decline of the quality of education."

" Todays teachers can work more closely with the student and their particular interests. They can become friends as well as a teacher and the students can express themselves more freely."

Employers (Public Sector) (Cont'd)

"Marks are not the only criteria for employers, but they sure help."

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EMPLOYERS

(Private Sector)

"General feeling that a high school diploma worth less, since 100 credits can be accumulated through quasi - academic courses (e.g. work experience, etc.). Not desirable for matriculation students."

" A high school diploma is no longer an achievement."

" Too much freedom in classroom. Require more discipline."

" I feel very strongly about the trend of moving away from a structured study program. Students coming into the work force are ill disciplined and unable to organize their efforts."

" Less professionalism on the part of teachers."

" There must be some province - wide yardstick to measure students."

" We now have no reliable yardstick with which to measure the potential of a job applicant fresh from high school."

" Examinations placed too much stress and competition upon students."

" People must learn to deal with stress in the real world."

" We need some unbiased standard of measurement and competition is a necessary and fundamental fact of life. Progress without it is impossible."

" Major problem being employers have no standard to go by because some graduates are unable to even spell properly. Stress of impending deadlines or meeting other definite problems is good training for this world today."

Employers (Private Sector) (Cont'd)

" Students not learning what should be learnt because teachers now have the advantage of teaching what they themselves are interested in."

" More emphasis on interest (i.e., 'entertaining' students) than on teaching students how to learn."

" It must be recognized that the people operating the system are making the changes - teachers, school board etc. Children and young adults are not forcing them to change their methods - if they are the system of control and responsibility has failed."

" Change toward mass education in only certain subjects such as social studies, psychology and studies along similar lines."

" Department of Education exams were and cannot be valid indicators of 'amount learned' and ability to apply knowledge."

" Some teachers took the easy way, the good ones covered the course plus."

" With the competitiveness of the real world, competition through examinations may be another way of preparing students for the world they are about to face."

" Grading assigned by teachers, while they should reflect actual student achievement, seldom do since more often than not, gradings assigned by teachers are subjective rather than objective."

" Examinations are required, they develop ability to work under stress."

" Examinations made students study and review subject matter covered during the year. Now they study for one test, forget it, and move on. They don't retain as much."

APPENDIX E

A COMPARISON OF GRADE 12 ACADEMIC ACHIEVEMENT

1966 - 67 to 1975 - 76

Fred J. Dumont
Project Director
MACOSA Exam Study
P.O. Box 1500
High Prairie, Alberta T0G 1E0
Phone (403) 523-3678

A COMPARISON
of
GRADE XII ACADEMIC ACHIEVEMENT
1966-67 to 1968-69
AND
1972-73 to 1975-76

J. E. REID
Director
Student Evaluation and
Data Processing Services Branch
DEPARTMENT OF EDUCATION

MAY, 1977.

An analysis of the student file maintained in the Department of Education was undertaken to determine the following:

1. Number of course completions during the past three years.
2. Number of diplomas issued during the past three years.
3. Number of students achieving university entrance since accreditation.
4. Comparison of achievement scores in the previous Departmental examinations since accreditation.
5. Comparison of achievement scores prior to and since accreditation.

Course Completions

Table 1 shows the number of high school courses completed during the past three school years. During the 1976-77 school year there were more courses completed than there were in the two previous years.

Table I

COURSE COMPLETIONS

	Non-Examination Subjects	Former Examination Subjects	March & August Examinations	Total
1973-74				
Grade X	343,538			343,538
Grade XI	238,504			238,504
Grade XII	54,249	86,154	1,958	142,361
Total	636,291	86,154	1,958	724,403
1974-75				
Grade X	336,509			336,509
Grade XI	234,998			234,998
Grade XII	52,292	92,301	1,998	146,591
Total	623,799	92,301	1,998	718,098
1975-76				
Grade X	349,613			349,613
Grade XI	244,897			244,897
Grade XII	68,457	93,415	1,226	163,098
Total	662,967	93,415	1,226	757,608

Table II also shows that about 700 fewer students wrote the appeal examinations in March and August than in the two previous years.

High School Diplomas

High School Diplomas are issued three times during each school year (April, August and December). Table shows the number of diplomas issued to students in the six zones and in Edmonton and Calgary since 1974. Very little difference exists in the total number of diplomas issued during the three year period. There has been a slight increase in the number awarded to males with a corresponding decrease in the number awarded to females.

Achievement of University Entrance Requirements.

Of the 20,919 students who obtained a high school diploma 11,493 obtained entrance requirements to at least one of the Universities in Alberta. Table III shows the number of students who obtained entrance requirements during the past four year period. The frequency distribution of averages obtained by the students were divided into three categories (60-69%, 70-79%, 80 +) as well as to the length of the program (either a one-year or more than one-year Grade XII program).

For purposes of this analysis, a matriculant is defined as one who has completed English 30 and at least four other Grade XII courses with a minimum mark of 50% and an average score of 60%. The following definitions and explanations will be required when interpreting Table .

Condition A -- Students in this category must have completed English 30, Social Studies 30, plus four other examination subjects.

Condition B -- Students in this category must have completed English 30 and four other examination subjects.

Condition C -- Students in this category must have completed English 30 plus any three other examination subjects and one non-examination subject. The average in this category was based upon the five subjects.

Condition D -- Students in this category must have completed English 30, three examination subjects and one non-examination subject. The average, however, was based upon only the four examination subjects.

Table II.

NUMBER OF HIGH SCHOOL DIPLOMAS ISSUED

	1973-74			1974-75			1975-76		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Zone 0*	801	1,024	1,825	638	1,015	1,653	281	348	629
" 1	359	449	808	415	547	962	421	524	945
" 2	870	1,042	1,912	929	1,071	2,000	971	1,113	2,084
" 3	624	731	1,355	672	744	1,416	692	791	1,483
" 4	835	1,038	1,873	791	1,019	1,810	806	1,015	1,821
" 5	537	661	1,198	512	606	1,118	571	627	1,198
" 6	923	1,115	2,038	981	1,132	2,113	977	1,152	2,129
Edmonton:									
Public & Private	1,718	1,861	3,579	1,780	2,048	3,828	1,877	2,030	3,907
Separate	685	753	1,438	668	779	1,447	658	794	1,452
Total	2,403	2,614	5,017	2,448	2,827	5,275	2,535	2,824	5,359
Calgary:									
Public & Private	1,936	2,184	4,120	2,056	2,194	4,250	2,025	2,239	4,264
Separate	379	424	803	386	524	910	470	537	1,007
Total	2,315	2,608	4,923	2,442	2,718	5,160	2,495	2,776	5,271
	9,667	11,282	20,949	9,828	11,679	21,507	9,749	11,170	20,919

* Includes students in Northwest Territories and Correspondence courses only.

An analysis of the frequency distribution of program averages, shown in Table III during the four year period revealed a number of consistencies as well as a program shift. The following are a few of the more significant findings:

(1) During the four year period there was a significant shift in the type of programs studied by the students. This shift is most evident in:

(a) Condition A - about 1,200 fewer students completed university entrance requirements using the criteria of this condition (six examination subjects).

(b) Condition B - about 400 fewer students completed university entrance requirements with a Grade XII program consisting of five examination subjects.

(c) Condition C- about 1,800 more students completed four examination subjects and one non-examination subject programs to gain their entrance requirement.

(2) The total number of students earning entrance requirements to a university remained relatively constant at between 10,400 to 11,500 students. This number is about 35% and 38% respectively of the Grade XII enrolment of the previous September.

(3) The percentage of students with programs averaging 60-69%, 70-79% and 80% in both Conditions A and B has remained relatively constant during the three year period.

(4) Within Condition C there was a marked change in the percentage of scores in the 60-69% range and in the 80% + range over the four year period. The percentage of scores in these two ranges were 78% and 3% respectively in 1972-73 whereas in 1975-76 the percentages were 51% and 28%.

(5) In 1972-73 about 12% (1,378) of the matriculants had averages of at least 80% whereas in 1975-76 about 21% (2,398) had averages over 80%. This increase is mostly attributable to the program shift noted above.

(6) During the three year period there has been a gradual decrease in the numbers of students completing Grade XII in one year and a corresponding increase in the number completing their studies in more than one year. Many students complete Grade XII at the end of the first semester of their second year.

Table III

STUDENTS ACHIEVING UNIVERSITY ENTRANCE

AVERAGES 1972-73	60-69%				70-79%				80%+				TOTALS			
	1^a	2^b	Total	%*	1^a	2^b	Total	%*	1^a	2^b	Total	%*	1^a	2^b	Total	%**
Condition A	901	638	1,539	42	837	588	1,425	38	389	321	710	20	2,127	1,547	3,674	32
Condition B	1,957	1,287	3,244	60	1,087	487	1,574	29	413	201	614	11	3,457	1,975	5,432	48
Condition C	828	755	1,583	78	258	127	385	19	31	23	54	3	1,117	905	2,022	18
Condition D	24	20	44		-	-	-		-	-	-		24	20	44	
	3,710	2,700	6,410	54	2,182	1,202	3,384	30	833	545	1,378	12	6,725	4,447	11,172	
Increase due to accreditation conversion	323	70	393		459	179	639		242	94	336		1,024	343	1,367	

AVERAGES 1973-74	60-69%				70-79%				80%+				TOTALS			
	1^a	2^b	Total	%*	1^a	2^b	Total	%*	1^a	2^b	Total	%*	1^a	2^b	Total	%**
Condition A	628	646	1,274	40	610	612	1,222	38	324	395	719	22	1,562	1,653	3,215	31
Condition B	1,662	1,222	2,884	57	991	614	1,605	31	360	250	610	12	3,013	2,086	5,099	48
Condition C	864	763	1,627	78	216	176	392	19	34	26	60	3	1,114	965	2,079	20
Condition D	12	17	29		-	-	-		-	-	-		12	17	29	
	3,166	2,648	5,814	56	1,817	1,402	3,219	31	718	671	1,389	13	5,701	4,721	10,422	

AVERAGES 1974-75	60-69%				70-79%				80%+				TOTALS			
	1^a	2^b	Total	%*	1^a	2^b	Total	%*	1^a	2^b	Total	%*	1^a	2^b	Total	%**
Condition A	381	548	929	38	453	573	1,026	41	202	317	519	21	1,036	1,438	2,474	22
Condition B	1,491	1,303	2,794	53	961	754	1,715	32	401	359	760	14	2,853	2,416	5,269	45
Condition C	1,177	692	1,869	51	493	289	782	21	392	648	1,040	28	2,062	1,629	3,691	32
Condition D	30	11	41		-	-	-		-	-	-		30	11	41	
	3,079	2,554	5,633	49	1,907	1,616	3,523	31	995	1,324	2,319	20	5,981	5,494	11,475	

AVERAGES 1975-76	60-69%				70-79%				80%+				TOTALS			
	1^a	2^b	Total	%*	1^a	2^b	Total	%*	1^a	2^b	Total	%*	1^a	2^b	Total	%**
Condition A	423	532	955	39	414	557	971	39	191	350	541	22	1,028	1,439	2,467	22
Condition B	1,431	1,249	2,680	53	870	791	1,661	33	381	373	754	15	2,682	2,413	5,095	44
Condition C	1,152	823	1,975	51	468	348	816	21	387	716	1,103	28	2,007	1,887	3,894	34
Condition D	25	12	37		-	-	-		-	-	-		25	12	37	
	3,031	2,616	5,647	49	1,352	1,696	3,448	30	659	1,439	2,398	21	5,742	5,751	11,493	

1^a Students completing Grade XII in one year.
2^b Students completing Grade XII in at least two years.
* Percentage of horizontal total.
** Percentage of vertical total.

Comparison of Achievement Scores

The scores obtained from the schools in the former examination subjects were analyzed to determine the following:

(a) percentage of marks awarded each letter grading;

(b) mean and standard deviation;

(c) number of students.

Table IV shows this analysis for the spring semester of the 1972-73 school year and for each of the three subsequent school years. In each subject the percentage distribution in all letter gradings differs markedly from those used in the scaling procedure for the previous compulsory "Departmental Examinations." In most subjects there have been fewer students awarded an "A" or "B" grading during the past couple of years than there were in the spring of 1972-73. The greatest change is evident in Physics 30X and in only Chemistry 30 and Physics 30 was this trend reversed. An analysis of the table reveals that there has been quite a consistent pattern in the awarding of marks within subjects by the teaching staff over the four year period.

The tables in Appendix "A" show a comparison of this analysis for each of the six rural zones and the systems in Edmonton and Calgary. Considerable similarity exists in the value of the means during the three year period among the ten regions of the Province. However, there are some quite significant differences. Regions which deviate more than 1.5 points from the 1975-76 Provincial mean are as follows:

1. English 30

   In three areas, Calgary Separate and Zones 2 and 3, the means deviated more than 1.5 points from the Provincial mean of 64.0. In Zone 6 and Calgary Separate the deviation is a result of a greater percentage of students (15.7 and 16.8) receiving an "A" grading compared to the Provincial percentage of 12.7 whereas the lower mean in Zone 2 results from only 8.3% of "A" grades being awarded. In the three years teachers in Zone 2 have consistently awarded fewer "A's" than the other areas.

2. Social Studies 30

   In only one area, Calgary Separate, did the mean deviate more than 1.5 points from the Provincial mean -- 66.3 compared to 64.2. This deviation is mainly attributable to the greater percentage of scores awarded an "A" or "B" and fewer awarded a "C" or "D" compared to the Provincial averages. Calgary Separate had a similar deviation in the two previous years.

Table iv
PERCENTAGE DISTRIBUTION OF ACHIEVEMENT MARKS
ASSIGNED BY SCHOOLS
IN THE FORMER DEPARTMENTAL EXAMINATIONS

	ENGLISH 30				SOCIAL STUDIES 30				MATHEMATICS 30				MATHEMATICS 31			
	June'73	1973-74	1974-75	1975-76	June'73	1973-74	1974-75	1975-76	June'73	1973-74	1974-75	1975-76	June'73	1973-74	1974-75	1975-76
A	13.3	12.3	13.1	12.7	11.5	13.4	14.6	14.4	20.3	16.8	19.1	18.5	32.5	34.0	35.8	35.8
B	43.3	40.2	41.1	39.2	38.5	36.5	37.1	36.6	30.6	30.2	30.4	30.5	36.4	35.0	36.2	34.7
C	34.3	39.3	37.7	38.7	39.2	40.6	37.9	38.7	37.2	40.5	38.2	37.8	21.4	25.5	22.4	23.4
D	4.9	5.6	5.5	6.3	7.2	7.2	7.9	7.9	6.4	9.1	8.8	9.0	4.9	3.7	3.9	4.2
F	4.0	2.6	2.5	2.8	3.6	2.3	2.3	2.2	5.5	3.2	3.3	3.9	4.8	1.8	1.4	1.7
Mean	64.2	64.1	64.6	64.0	63.0	63.8	64.2	64.2	64.3	63.5	64.4	64.0	70.0	71.1	71.9	71.6
S.D.	13.2	12.6	12.5	12.8	13.1	12.8	13.1	13.1	16.2	14.6	15.1	15.3	16.8	14.6	14.6	15.0
No.	2,610	18,266	19,689	20,293	3,802	13,934	14,814	15,136	1,627	13,580	14,867	15,488	376	3,075	3,437	3,540

	BIOLOGY 30				CHEMISTRY 30				CHEMISTRY 30X				PHYSICS 30			
	June'73	1973-74	1974-75	1975-76	June'73	1973-74	1974-75	1975-76	June'73	1973-74	1974-75	1975-76	June'73	1973-74	1974-75	1975-76
A	14.7	13.3	15.2	15.3	15.7	17.4	16.5	17.4	17.1	17.2	18.8	17.4	20.4	19.8	21.0	20.6
B	42.2	36.8	36.3	36.4	36.6	33.5	34.3	34.3	41.8	34.0	35.0	34.1	36.4	33.7	33.8	34.7
C	33.5	40.8	38.9	38.6	37.6	40.5	40.9	39.6	34.0	38.4	37.0	38.8	32.7	36.3	35.2	34.9
D	5.2	6.4	7.0	6.9	7.4	7.0	6.4	6.6	4.7	8.0	6.8	7.7	6.8	7.3	7.3	6.8
F	4.4	2.4	2.3	2.6	2.7	1.4	1.6	1.8	2.4	2.1	2.2	1.8	3.7	2.7	2.5	2.8
Mean	64.3	64.1	64.4	64.4	64.6	65.0	64.9	65.1	65.8	64.6	65.1	64.8	65.4	65.4	65.9	65.8
S.D.	13.9	12.7	13.2	13.4	13.5	13.3	13.3	13.5	13.4	14.1	14.1	13.8	15.3	14.6	14.6	14.7
No.	2,851	12,971	13,505	14,538	691	4,744	4,574	4,508	1,061	6,514	7,714	8,230	1,228	5,419	6,040	6,154

	PHYSICS 30X				FRENCH 30				GERMAN 30				UKRANIAN 30			
	June'73	1973-74	1974-75	1975-76	June'73	1973-74	1974-75	1975-76	June'73	1973-74	1974-75	1975-76	June'73	1973-74	1974-75	1975-76
A	21.6	22.9	26.8	19.6	22.3	21.7	24.2	25.2	36.8	29.6	32.4	32.9	31.6	33.3	39.4	28.4
B	31.9	33.3	32.7	29.8	39.4	39.2	39.5	37.7	31.0	37.2	34.9	37.8	39.5	30.4	30.2	42.3
C	33.4	36.7	35.0	39.3	32.0	33.2	30.0	30.6	26.4	26.6	26.8	24.2	28.9	28.1	21.8	19.8
D	9.7	5.6	4.0	8.8	4.4	4.9	5.0	4.9	3.3	4.9	5.0	4.0	-	5.9	5.0	6.6
F	3.4	1.5	1.3	2.3	1.9	0.8	1.0	1.4	2.5	1.7	0.6	0.8	-	2.3	3.3	2.6
Mean	64.8	67.1	68.4	64.7	67.0	67.7	68.3	68.3	71.1	70.1	70.5	71.6	71.6	69.6	71.1	69.3
S.D.	15.5	14.4	14.6	15.2	13.5	12.9	13.2	13.4	16.2	14.3	14.3	14.2	12.3	14.8	17.9	16.1
No.	144	480	599	463	1,259	5,224	4,591	4,269	155	587	629	610	38	171	119	151

3. Mathematics 30

   In the past three years the means in Zone 6 were greater than 1.5 points above the Provincial mean, whereas during the past year the mean in Zone 1 was 2.1 points below the average for the Province.

4. Mathematics 31

   Zones 4 and 6 and Correspondence means deviated more than 1.5 points from the Provincial mean of 71.6. The first two had means of 74.0 and 75.1 respectively and the latter had a mean of 69.0

5. Biology 30

   Although there are some variations among the areas, no means during the past two years deviated more than 1.5 points from that of the Province. In two areas, Zone 6 and Edmonton Separate, the percentage of "A's" were considerably higher than the Provincial average whereas in Zones 1 and 3 the percentage of "A's" were lower.

6. Chemistry 30

   Compared to the Provincial mean of 65.1, the means for Zone 6, Zone 3 and Calgary Separate differ by approximately 2 points. The mean for Zone 6 was higher whereas the other two were lower.

7. Chemistry 30X

   More discrepancies occurred in this subject than in the others. Six areas had means which deviated more than 1.5 points from the Provincial mean of 64.8. Those with higher means were Zone 6, Calgary Public and Private and Calgary Separate whereas those with lower means were Edmonton Separate, Zone 1 and Correspondence.

8. Physics 30

   Five areas had means which deviated more than 1.5 points from the Provincial mean of 65.9. Higher means were found in Calgary Separte, Edmonton Separate and Zone 6 whereas lower means existed in Zone 1 and Correspondence. The greatest deviation, 5 points, existed in Calgary Separate.

9. Physics 30X

This subject was offered in only 5 of the regions and deviations of more than 2 points was found to exist in four. This could be caused by the low enrolments in all five areas.

10. French 30

Compared to the Provincial mean of 68.3 only three areas, Correspondence and Zones 4 and 6, with means of 71.6, 66.6 and 73.2 respectively, differed by more than 1.5 points. Those with higher means had a greater percentage of "A's" than the average and Zone 4 awarded fewer "A's".

11. German 30 and Ukranian 30

There were a number of discrepancies in these two subjects. However, because of the small enrolments and the possible familiarity with the languages by the students, the differences do not appear to be too significant.

Comparison of Achievement Scores Prior to and Since Accreditation.

Prior to the elimination of the Grade XII Departmental examinations, schools forwarded to the Department of Education a "confidential mark" for each examination subject for each student enrolled. This "confidential mark", which was based upon the year's work, was intended to indicate the level of academic achievement at the completion of the course. These marks were often referred to by the Special Cases Committee in determining grades and marks to be awarded to students who were absent, due to unusual circumstances, when the examination was written.

For each of the examination subjects an analysis was undertaken to determine the percentage distribution of the "confidential marks" for each letter grading during 1966-67, 1967-68 and 1968-69. These years, instead of 1970-72, were chosen since the marks are more comparable to the marks since accreditation. Those between 1970-72 were intended to measure other aspects of each course (example English essay) to be used as 50% of the final mark awarded. This analysis, as well as the mean, standard deviation and the number of students is shown in Table . Also shown in this table is a seven year average of the percentage distribution used in the scaling of the Departmental examinations.

A comparison of Table V shows some similarities and some differences. Among these are:

(a.) A comparison of the "confidential marks" with the percentage distribution used in scaling the Departmentals reveals a great similarity within letter gradings in most subjects. Because of this similarity one could hypothesize that the "confidential marks" were predictors of success on Departmental examinations in most subjects. The percentage of "A" grades awarded by the schools was gradually increasing from 1966-67 to 1968-69.

(b.) A comparison on Tables V and VI shows that in all subjects there has been increases in the percentage of "A" and "B" grades awarded with corresponding decreases in "B's", "D's", and "F's".

(c.) A comparison of the two tables shows that in all subjects the size of the means has risen by about five points with the exception of Mathematics 31 where the mean has remained quite constant and German and Ukrainian where the means have risen about seven points.

The averages of the distribution of "A" and "B" percentages prior to and since accreditation and those used in scaling examinations are shown in Table VI. In only two subjects, Chemistry 30X and Physics 30X did the evaluation practices, as shown by the percentage distribution, remain relatively constant. In all other subjects there were increases ranging from 9% to 35%. In these subjects the highest increases are in German and Ukrainian followed by English, Biology, French and Social Studies.

Table ✓

PERCENTAGE DISTRIBUTION OF PRINCIPAL'S CONFIDENTIAL MARKS IN THE FORMER DEPARTMENTAL EXAMINATION SUBJECTS

	ENGLISH 30				SOCIAL STUDIES 30				MATHEMATICS 30				MATHEMATICS 31			
	1966-67	1967-68	1968-69	Dept. Exam	1966-67	1967-68	1968-69	Dept. Exam	1966-67	1967-68	1968-69	Dept. Exam	1966-67	1967-68	1968-69	Dept. Exam
A	6.2	7.2	9.1	8	5.4	7.1	8.7	9	6.0	3.9	10.4	9	22.2	20.6	15.7	12
B	29.6	31.5	30.0	28	27.1	29.5	28.8	27	32.2	26.9	32.8	34	48.1	36.7	30.7	41
C	43.3	47.0	46.1	42	42.6	47.4	46.0	43	45.0	50.8	45.5	40	27.5	36.7	44.7	37
D	16.4	11.4	12.1	17	18.1	13.1	13.3	17	13.9	14.9	9.4	15	1.6	2.8	5.2	8
F	4.3	2.5	2.4	5	6.7	2.6	3.0	4	2.6	3.2	1.6	2	0.3	2.8	3.5	2
Mean	59.7	61.5	61.8		58.2	60.9	61.2		60.7	59.3	63.0		71.5	66.3	63.2	
S.D.	12.7	12.6	12.4		13.4	12.1	12.9		12.7	12.1	12.4		12.5	15.4	15.5	
No.	11,437	11,979	14,678		11,839	10,671	12,849		10,908	1,644	10,867		301	174	114	

	BIOLOGY 30				CHEMISTRY 30				CHEMISTRY 30X				PHYSICS 30			
	1966-67	1967-68	1968-69	Dept. Exam	1966-67	1967-68	1968-69	Dept. Exam	1966-67	1967-68	1968-69	Dept. Exam	1966-67	1967-68	1968-69	Dept. Exam
A	5.4	6.0	7.4	8	7.3	7.7	9.9	9	16.2	-	11.0	9	7.9	9.3	10.6	10
B	28.1	30.9	30.4	27	32.9	35.4	32.9	35	45.2	-	33.9	34	34.3	36.3	32.6	35
C	45.2	44.8	44.6	44	43.4	44.0	45.2	41	25.6	-	42.3	43	43.7	41.9	45.1	42
D	16.7	14.5	14.0	18	12.8	10.9	10.2	12	12.8	-	11.0	12	11.1	10.6	10.3	11
F	4.4	3.5	3.4	3	2.9	1.8	1.6	3	-	-	1.5	2	2.7	1.6	1.2	2
Mean	59.2	60.4	60.9		61.5	62.0	62.7		67.1	-	63.2		61.7	63.0	63.0	
S.D.	12.9	12.7	13.7		12.8	11.8	12.4		15.0	-	12.8		13.0	12.5	12.6	
No.	6,207	6,700	8,120		9,582	7,480	6,063		117	-	4,068		4,748	4,249	4,537	

	PHYSICS 30X				FRENCH 30				GERMAN 30				UKRAINIAN 30			
	1966-67	1967-68	1968-69	Dept. Exam	1966-67	1967-68	1968-69	Dept. Exam	1966-67	1967-68	1968-69	Dept. Exam	1966-67	1967-68	1968-69	Dept. Exam
A	17.1	12.1	16.9	10	9.8	8.8	12.1	14	14.6	7.2	11.6	22	9.4	9.6	3.7	17
B	49.3	31.7	37.1	44	33.0	36.1	32.5	30	28.8	36.3	30.3	35	36.4	21.6	19.7	35
C	27.7	51.2	38.2	33	41.1	41.9	42.8	41	38.7	41.5	42.0	31	33.7	49.3	61.7	38
D	4.4	4.8	6.8	13	12.2	10.6	9.9	12	14.9	11.2	12.5	9	17.5	15.6	13.5	9
F	1.3	-	0.7	-	3.7	2.2	2.4	2	2.8	3.6	3.3	3	2.7	3.6	1.2	1
Mean	63.4	64.6	66.1		62.1	62.7	63.3		63.2	62.5	62.8		62.2	60.7	58.4	
S.D.	13.3	16.0	13.1		13.2	12.4	13.1		15.4	13.5	14.9		16.0	15.9	13.1	
No.	537	41	1,133		7,367	7,136	6,715		315	330	326		74	83	81	

Table VI

PERCENTAGE DISTRIBUTION of A and B MARKS (Grade XII)

	1966-69	DEPARTMENTAL EXAMS	1972-76
English 30	37.8%	36.0%	53.8%
Social Studies 30	35.5%	38%	50.7%
Mathematics 30	37.4%	43%	49.1%
Mathematics 31	58.0%	53%	69.9%
Biology 30	36.0%	35%	52.6%
Chemistry 30	42.2%	44%	51.4%
Chemistry 30X	53%	43%	53.9%
Physics 30	43.6%	45%	54.9%
Physics 30X	54.8%	54%	54.7%
French 30	44.2%	44%	59.8%
German 30	43%	57%	68.2%
Ukranian 30	33.4%	52%	68.8%

With increases of 16% in the first two subjects and 15% in the latter two subjects. Although there were increases in the other subjects the increases are not as great. However, since this analysis is of the total population and not a sample all increases are significant.

The data shown in Tables V and VI in this analysis can be interpreted from two points of view. From one point of view, one can interpret the results as being inflationary in nature. From the other point of view, one could hypothesize that the distribution of results since accreditation are a more accurate assessment of achievement than existed previously when a "one-shot" examination was administered to determine achievement. However, this report is an analysis of the current and previous distribution of marks and not an analysis of the quality of achievement. The latter will be undertaken through the use of the High School Achievement Tests.

Other Variables Significant to Grade XII Achievement.

When analyzing Grade XII achievement a number of variables should be considered. Among these are the nature and ability of the student population, the professional training of the teachers and the promotion policies in Grades X and XI. The professional training of the teaching staff and the Grades X and XI promotion policies were analyzed to determine their impact.

Professional Training of the Teaching Staff.

Of the 23,131 teachers employed during the 1975-76 school year 18,483 (80%) had a Professional certificate whereas only 4,557 (20%) did not have a degree. Most of the latter were teaching in the elementary and junior high school since they either possessed a Standard E or Junior E certificate. The percentage of teachers without a degree in 1969 and 1958 were 49% and 73% respectively. This tremendous improvement in the qualifications of the teaching force should have a positive relationship with the quality of instruction and evaluation in the classrooms of Alberta.

Percentage Distribution of Marks in Grades X and XI.

In order to assess the impact of any changes occurring in promotion practices in Grades X and XI upon the Grade XII student population an analysis of Grades X and XI achievement scores during 1967 - 68, 1972 - 73 and 1975 - 76 was undertaken. For purposes of this study only the English, Social Studies, Mathematics and Science courses, considered as the primary Grade XII academic pre-requisites, were investigated.

Table VII shows the percentage distribution of marks in English 10 and 20, Social Studies 10 and 20, and Mathematics 10 and 20. The distributions for the three selected years show that during the eight year period there was a gradual increase in the percentage "A" and "B" grades awarded with a corresponding decrease in the "C", "D" and "F" grades. This shift is more pronounced in Mathematics in both grades than in English and Social Studies. The 1967 - 68 school year was the first year in which English 20 was offered. Prior to this, the Grade XI program consisted of Language 20 and Literature 20. During this transition year some schools in the Province continued with the old program and made the conversion during 1968 - 69.

Table VIII shows a percentage distribution of marks awarded in the Grade X and XI science courses for 1967 - 68, 1972 - 73, and 1975 - 76. In 1967 - 68 the Grade XII Chemistry 30 and Physics 30 pre-requisite courses consisted of Science 10 and Science 20. Since each of these courses included components of Chemistry and Physics they may be compared to the Chemistry and Physics courses in the other two years. The distributions for the three years show that during the period 1967 - 68 to 1975 - 76 there was a gradual increase in the percentage in both the "A" and "B" grades awarded with a decrease in the other three categories of letter grades. The shift is more pronounced in the two physics courses but that may be attributed to a more select group of students than in the other two subjects.

In both Tables VII and VIII the percentage of the Grades X and XI classes enrolled in the subjects are shown in brackets. The following is a summary of the enrolments in the various courses.

(1.) English - In Grade X there was a decrease from 98% of the population in 1967 - 68 to about 70% in the other years. In Grade XI the percentage of the enrolment involved in English 20 remained relatively constant.

Table VII

PERCENTAGE DISTRIBUTION OF MARKS IN SELECTED GRADE X AND XI SUBJECTS

	ENGLISH 10						ENGLISH 20					
	1967 - 68		1972 - 73		1975 - 76		1967 - 68		1972 - 73		1975 - 76	
	N	%	N	%	N	%	N	%	N	%	N	%
A	2,152	8.05	2,879	12.46	3,342	13.11	1,201	9.19	2,298	12.42	2,802	14.11
B	8,486	31.74	9,397	40.68	9,686	38.00	5,113	39.16	7,395	39.99	7,586	38.20
C	11,122	41.59	8,309	35.97	9,157	35.93	5,353	41.00	6,953	37.60	7,418	37.36
D	3,984	14.90	1,625	7.03	2,176	8.53	1,171	8.96	1,167	6.31	1,464	7.37
F	995	3.72	885	3.83	1,124	4.41	217	1.66	676	3.65	584	2.94
TOTAL	26,739(98%)		23,095(69%)		25,485(70%)		13,055(57%)		18,489(64%)		19,854(62%)	

	SOCIAL STUDIES 10						SOCIAL STUDIES 20					
	1967 - 68		1972 - 73		1975 - 76		1967 - 68		1972 - 73		1975 - 76	
	N	%	N	%	N	%	N	%	N	%	N	%
A	2,539	9.53	3,639	11.33	4,217	12.32	1,740	10.67	2,580	13.04	3,299	15.11
B	7,658	28.75	10,841	33.76	10,879	31.78	4,919	30.16	7,483	37.82	7,920	36.28
C	10,154	38.12	11,953	37.22	12,236	35.74	6,531	40.05	7,367	37.23	7,834	35.88
D	4,746	17.82	3,551	11.05	4,414	12.89	2,456	15.06	1,606	8.11	1,931	8.84
F	1,542	5.79	2,127	6.62	2,481	7.24	662	4.06	749	3.78	844	3.86
TOTAL	26,639(98%)		32,111(96%)		34,227(94%)		16,308(71%)		19,785(67%)		21,828(67%)	

	MATHEMATICS 10						MATHEMATICS 20					
	1967 - 68		1972 - 73		1975 - 76		1967 - 68		1972 - 73		1975 - 76	
	N.	%	N	%	N	%	N	%	N	%	N	%
A	2,164	11.57	3,516	19.53	4,011	21.23	1,554	11.07	2,738	19.43	3,161	21.36
B	4,528	24.22	5,374	29.85	5,893	31.19	3,515	25.04	4,362	30.95	4,645	31.39
C	7,640	40.86	5,823	32.35	5,879	31.11	5,863	41.77	4,899	34.76	5,112	34.54
D	2,888	15.45	2,183	12.12	2,107	11.15	2,173	15.48	1,450	10.29	1,365	9.22
F	1,477	7.90	1,104	6.13	1,003	5.30	930	6.63	642	4.55	514	3.47
TOTAL	18,697(65%)		18,000(54%)		18,893(52%)		14,035(61%)		14,091(47%)		14,797(46%)	

(N %) is the percent of the total population enrolled
in each grade during the three selected years.

Table

PERCENTAGE DISTRIBUTION OF MARKS IN SELECTED GRADE X AND XI SUBJECTS

	SCIENCE 10		BIOLOGY 10				SCIENCE 20		BIOLOGY 20			
	1967 - 68		1972 - 73		1975 - 76		1967 - 68		1972 - 73		1975 - 76	
	N	%	N	%	N	%	N	%	N	%	N	%
A	1,891	9.65	2,520	11.55	3,334	13.40	1,388	10.15	2,098	12.77	2,763	15.29
B	4,851	24.76	7,242	33.21	7,721	31.03	3,644	26.65	5,674	34.54	5,731	31.71
C	8,209	41.90	8,363	38.36	9,503	38.19	6,256	45.75	6,226	37.90	7,016	38.82
D	3,260	16.64	2,283	10.49	2,787	11.20	1,792	13.11	1,529	9.30	1,782	9.86
F	1,379	7.04	1,388	6.36	1,532	6.15	593	4.34	899	5.47	778	4.30
TOTAL	19,590(72%)		21,801(65%)		24,877(69%)		13,673(60%)		16,426(56%)		18,070(56%)	

			CHEMISTRY 10						CHEMISTRY 20			
			1972 - 73		1975 - 76				1972 - 73		1975 - 76	
	N	%	N	%	N	%	N	%	N	%	N	%
A			3,256	15.82	4,404	19.28			2,430	16.92	3,246	19.92
B			5,766	28.02	6,703	29.35			4,432	30.86	5,172	31.75
C			7,220	35.09	7,358	32.22			5,242	36.50	5,692	34.94
D			2,701	13.12	2,871	12.57			1,494	10.40	1,529	9.38
F			1,630	7.92	1,497	6.55			761	5.29	650	3.99
TOTAL			20,573(62%)		22,833(63%)				14,359(48%)		16,289(50%)	

			PHYSICS 10						PHYSICS 20			
			1972 - 73		1975 - 76				1972 - 73		1975 - 76	
	N	%	N	%	N	%	N	%	N	%	N	%
A			1,839	15.89	2,578	19.59			1,683	20.54	2,078	23.08
B			3,415	29.51	3,986	30.29			2,818	34.39	3,028	33.63
C			4,152	35.88	4,396	33.41			2,732	33.34	2,881	32.00
D			1,323	11.47	1,402	10.65			598	7.29	713	7.92
F			837	7.23	794	6.03			362	4.41	302	3.35
TOTAL			11,571(35%)		13,156(36%)				8,193(28%)		9,002(28%)	

(N %) is the percent of the total population enrolled
in each grade during the three selected years.

(2.) Social Studies - The percentage of the population enrolled in Social Studies was relatively constant in both Grade X and Grade XI.

(3.) Mathematics - Following the 1967 - 68 school year there was a decline in enrolment in both Mathematics 10 and 20 but then the enrolment held quite constant.

(4.) Sciences - Because of the course changes it is difficult to relate the enrolment percentages of 1967-68 to the other years. In 1972 - 73 and 1975 - 76 the percentage of the Grade X and XI students enrolled in Biology, Chemistry and Physics has been quite constant. Biology 10 and 20 in both years has the largest percentage and Physics the smallest percentage. This pattern is quite consistent with that in Grade XII.

Table 17 shows the percentage distribution of students who received "A" and "B" grades in the various subjects. This table shows that the largest increases have been in the mathematics and science courses which is a reversal from the findings in the Grade XII courses. However, the percentage distribution of grades in 1972 - 73 and 1975 - 76 have been relatively constant.

Table IX

Percentage Distribution of A & B Marks (Grades X & XI)

	1967 - 68		1972 - 73	1975 - 76
English 10	39.79		53.14	51.11
English 20	48.35		52.41	52.31
Social Studies 10	38.28		45.09	44.10
Social Studies 20	40.83		50.86	51.39
Mathematics 10	35.79		49.38	52.42
Mathematics 20	36.11		50.38	52.75
Science 10	34.41	Biology 10	44.76	44.43
		Chemistry 10	43.84	48.63
		Physics 10	45.40	49.88
Science 20	36.80	Biology 20	47.32	47.00
		Chemistry 20	47.78	51.67
		Physics 20	54.93	56.71

Conclusions

This study analyzed the Grade X, XI and XII marks awarded to students by school staffs prior to and since accreditation as well as the marks awarded on the Grade XII Department of Education examinations prior to accreditation. A few of the pertinent findings are as follows:

1. Since accreditation in 1973 there has been a general increase in the "A" and "B" grades awarded by school staffs in all subjects in all grades with the exception of those awarded in Chemistry 30X and Physics 30X. Considerable consistency was found to exist among the six zones and in Edmonton and Calgary in the percentage distributions of Grade XII "A" and "B" grades awarded students.

2. The percentages of students enrolled in the Grade X and XI courses during the 1972-73 and 1975-76 school years have remained relatively constant. In only the two chemistry and physics courses did the percentage of "A" and "B" marks increase. As a result it could be hypothesized that the scholastic ability of the Grade XII classes are relatively similar.

3. The number of students completing Grade XII possessing entrance requirements to at least one of the Universities has remained relatively constant.

4. Of the students obtaining university entrance requirements, with five and six Grade XII academic courses, there has been considerable consistency in the distribution of program averages in the three categories (60-69%, 70-79% and 80% +). For students with four academic and one non-academic course programs there was an upward shift in the averages.

5. During the four year period the numbers of students completing Grade XII programs with six academic courses decreased with a corresponding increase in the number completing grade programs with four academic courses and one non-academic course.

6. Since 1958 there has been a tremendous improvement in the Professional qualifications of the teaching force in Alberta. This improvement should have a positive relationship in both the quality of instruction and in the evaluation of student performance.

Appendix A of A Comparison of Grade XII Academic Achievement by J.E. Reid.

3100 English 30

	N.W.T. & CORRES.			ZONE 1			ZONE 2			ZONE 3			ZONE 4			ZONE 5		
	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76
A	11.9	15.9	11.7	9.9	12.7	10.0	7.4	9.5	8.3	9.5	10.3	8.1	10.5	9.6	10.2	11.4	10.9	10.6
B	40.5	39.7	36.2	33.1	35.8	44.6	36.4	36.7	35.1	39.7	40.8	39.3	37.1	36.7	34.1	40.5	39.6	40.4
C	39.5	33.6	42.6	47.2	41.9	35.6	48.5	44.6	45.7	42.7	41.7	42.8	44.9	45.1	46.1	40.6	40.2	40.6
D	4.9	6.3	5.5	7.5	8.3	8.4	6.1	7.5	8.7	6.4	5.9	7.7	5.9	7.1	7.2	6.1	7.5	6.3
F	2.9	4.3	3.7	2.1	1.2	1.1	1.4	1.4	1.9	1.4	1.0	1.9	1.3	1.2	2.2	1.0	1.5	1.8
N	301	345	527	703	818	793	1,540	1,645	1,774	1,144	1,225	1,366	1,609	1,636	1,537	1,010	988	1,127
Mean	64.3	64.7	63.7	62.5	64.4	64.4	62.6	63.0	62.2	63.5	64.4	63.1	63.9	63.4	62.8	64.6	64.4	64.4
S.D.	12.1	14.3	13.3	11.8	12.5	11.5	11.1	11.6	11.8	11.3	11.1	11.6	11.1	11.3	11.7	11.2	12.0	11.7

	ZONE 6			EDM. PUBLIC & PRIVATE			EDMONTON SEPARATE			CALG. PUBLIC & PRIVATE			CALGARY SEPARATE			TOTAL		
	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76
A	12.2	14.3	15.7	13.9	15.9	14.7	13.6	11.5	12.8	13.9	13.8	13.5	14.1	12.8	16.8	12.3	13.1	12.7
B	39.6	43.2	39.9	41.9	42.4	41.1	39.6	38.7	35.6	42.2	42.2	40.3	43.7	49.5	41.3	40.2	41.1	39.2
C	41.1	36.5	36.6	34.1	33.9	35.2	38.0	40.2	41.9	35.7	35.1	36.2	34.0	31.8	33.5	39.0	37.7	38.7
D	5.4	4.1	5.5	5.3	4.4	4.8	5.3	5.7	6.1	5.0	5.0	6.5	5.7	3.3	5.3	5.6	5.5	6.3
F	1.4	1.1	2.2	4.6	3.2	3.9	3.3	3.7	3.4	2.8	3.6	3.2	2.2	2.3	2.9	2.6	2.5	2.8
N	1,733	1,775	1,836	4,109	4,627	4,513	1,264	1,311	1,359	3,932	4,300	4,373	921	1,019	1,088	18,266	19,689	20,293
Mean	64.5	66.4	65.8	64.2	65.4	64.6	63.9	63.1	63.0	64.6	64.5	63.9	65.1	66.0	65.6	64.1	64.6	64.0
S.D.	11.9	11.8	12.8	13.9	13.1	13.7	13.3	13.2	13.4	12.8	13.4	13.2	12.8	12.0	13.7	12.6	12.5	12.8

3150 Social Studies 30

	N.W.T. & CORRES.			ZONE 1			ZONE 2			ZONE 3			ZONE 4			ZONE 5		
	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76
A	9.0	10.4	11.8	11.7	12.8	13.1	10.0	10.9	11.1	14.6	11.5	13.5	12.4	10.9	11.1	12.6	9.7	10.6
B	46.9	31.0	34.1	34.4	32.9	37.1	34.6	34.1	33.6	36.7	37.0	35.5	35.6	34.3	35.7	36.7	38.7	35.3
C	35.6	43.1	40.3	42.0	42.0	36.7	44.7	42.1	44.2	42.6	41.2	42.4	43.1	42.8	41.5	39.3	40.0	41.4
D	7.0	11.5	9.9	9.1	10.0	11.2	8.7	11.1	9.6	4.8	8.9	7.5	7.5	10.0	9.8	9.5	9.3	10.2
F	1.2	3.7	3.6	2.5	2.0	1.7	1.7	1.5	1.3	1.0	1.2	0.9	1.1	1.7	1.7	1.7	2.2	2.3
N	311	345	463	670	773	732	1,315	1,355	1,455	982	1,042	1,103	1,384	1,300	1,287	839	770	820
Mean	64.9	61.4	62.8	62.7	63.1	63.8	62.6	62.6	62.8	65.3	63.9	64.7	63.7	62.7	63.4	63.5	63.4	62.9
S.D.	11.7	13.6	13.6	12.6	13.1	13.1	12.0	12.7	12.5	11.7	12.2	11.8	11.7	12.5	12.5	12.7	12.4	12.7

	ZONE 6			EDM. PUBLIC & PRIVATE			EDMONTON SEPARATE			CALG. PUBLIC & PRIVATE			CALGARY SEPARATE			TOTAL		
	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76
A	13.2	16.8	15.2	12.8	15.9	15.7	12.3	18.3	18.6	16.5	15.6	15.3	19.4	21.9	18.7	13.4	14.6	14.4
B	38.7	34.5	34.7	35.6	39.3	38.6	36.5	34.7	29.7	35.8	39.4	39.3	42.7	45.5	43.1	36.5	37.1	36.6
C	37.9	38.0	38.3	41.0	36.0	37.7	42.0	36.1	39.0	37.9	35.6	35.8	30.5	25.8	29.7	40.3	37.9	38.7
D	7.5	8.3	9.0	7.2	6.0	5.7	6.2	7.6	9.5	6.6	6.6	6.5	5.3	4.1	4.6	7.2	7.9	7.9
F	2.5	2.2	2.6	3.0	2.6	2.0	2.7	3.0	3.0	2.9	2.6	2.9	1.7	2.5	3.6	2.3	2.3	2.2
N	1,366	1,562	1,532	2,860	3,140	3,347	1,005	1,072	1,092	2,641	2,785	2,640	559	670	665	13,934	14,814	15,136
Mean	64.0	64.4	64.4	63.3	65.1	65.1	62.3	64.7	63.5	64.4	64.8	64.4	66.8	67.7	66.3	63.8	64.2	64.2
S.D.	13.0	13.6	13.5	13.4	13.5	13.1	13.2	14.6	14.9	13.5	13.1	13.6	12.8	13.4	14.2	12.8	13.1	13.1

3200 Mathematics 30

	N.W.T. & CORRES.			ZONE 1			ZONE 2			ZONE 3			ZONE 4			ZONE 5		
	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76
A	9.6	15.3	16.1	9.6	14.5	13.6	15.6	16.7	19.1	15.6	15.5	16.5	16.4	18.2	19.7	17.9	17.4	16.4
B	25.0	24.1	34.3	32.8	33.8	31.0	30.0	34.4	31.1	33.2	33.1	29.1	31.4	27.8	32.4	28.0	31.0	32.0
C	43.7	31.0	38.8	43.3	39.4	39.0	42.4	37.6	37.5	42.1	42.0	43.2	42.1	41.7	37.4	39.6	38.1	39.3
D	15.3	16.8	6.6	11.2	10.4	11.1	9.7	9.1	10.3	7.9	7.6	9.3	8.3	9.3	7.5	11.7	10.4	10.0
F	6.2	12.6	3.9	2.8	1.6	5.1	2.1	1.9	1.8	0.9	1.5	1.6	1.6	2.7	2.7	2.5	2.9	2.1
N	206	261	378	454	555	566	1,171	1,262	1,312	914	904	1,021	1,228	1,164	1,137	808	769	828
Mean	58.8	58.9	64.4	62.2	63.6	61.9	63.3	64.9	65.1	64.4	64.5	63.9	64.4	64.5	65.7	63.7	64.0	63.8
S.D	14.0	18.3	15.1	13.1	13.7	14.8	13.7	13.8	14.5	13.3	13.3	13.8	13.6	14.5	14.6	14.7	14.8	14.3

	ZONE 6			EDM. PUBLIC & PRIVATE			EDMONTON SEPARATE			CALG. PUBLIC & PRIVATE			CALGARY SEPARATE			TOTAL		
	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76
A	20.3	21.6	22.5	15.4	19.2	17.5	15.9	17.9	18.1	19.3	20.9	19.8	17.2	23.5	17.7	16.8	19.1	18.5
B	34.4	33.0	32.3	26.6	27.6	29.4	30.8	32.1	31.5	31.5	31.3	30.2	28.7	24.8	26.7	30.2	30.4	30.5
C	36.8	36.5	35.7	41.1	39.0	38.4	43.7	42.2	39.1	36.8	35.1	35.3	46.9	40.4	39.6	40.5	38.2	37.8
D	6.1	6.8	7.2	11.1	9.7	9.5	6.2	6.3	7.4	8.7	8.5	9.0	5.5	7.1	10.8	9.1	8.8	9.0
F	2.2	1.9	2.1	5.5	4.2	5.0	3.1	1.3	3.6	3.4	4.0	5.5	1.5	4.1	5.0	3.2	3.3	3.9
N	1,244	1,392	1,401	2,959	3,372	3,404	846	898	907	3,100	3,516	3,694	648	774	840	13,580	14,867	15,488
Mean	65.9	66.5	66.7	61.2	63.2	62.9	63.5	65.3	64.4	64.4	64.6	63.7	64.5	64.8	62.4	63.5	64.4	64.0
S.D.	14.2	14.7	15.2	15.6	15.7	15.6	14.1	13.5	15.1	15.1	16.1	16.2	14.2	16.5	16.5	14.6	15.1	15.3

3211 Mathematics 31

	N.W.T. & CORRES.			ZONE 1			ZONE 2			ZONE 3			ZONE 4			ZONE 5		
	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76
A	25.3	24.7	26.5	14.3	32.6	31.2	29.5	27.6	34.0	28.7	27.2	30.6	39.3	31.1	42.7	24.9	27.0	35.1
B	32.9	32.6	37.0	35.7	46.1	31.2	42.8	41.4	33.1	37.3	44.3	35.8	36.6	38.6	32.8	36.0	33.3	31.0
C	27.9	31.6	32.8	45.2	17.3	29.1	21.1	23.5	28.1	28.3	23.2	28.9	24.1	22.3	19.3	27.4	32.7	27.7
D	10.1	7.9	2.0	2.4	3.8	6.2	5.4	6.4	3.1	3.8	3.9	4.0	0.5	4.6	4.5	8.6	6.3	5.5
F	3.8	2.9	1.3	2.4	-	2.0	1.2	0.9	1.3	1.9	1.1	0.5	0.5	3.2	0.4	3.1	0.5	0.4
N	79	101	143	42	52	48	166	217	220	209	176	173	211	215	222	197	174	216
Mean	66.6	67.6	69.0	64.4	73.7	70.6	70.6	70.2	71.2	70.4	69.9	71.0	74.1	70.1	74.0	67.6	68.6	71.1
S.D.	15.8	16.3	14.4	12.1	17.1	19.6	13.7	14.9	15.6	13.4	13.5	14.6	13.1	16.2	15.3	15.7	15.2	15.5

	ZONE 6			EDM. PUBLIC & PRIVATE			EDMONTON SEPARATE			CALG. PUBLIC & PRIVATE			CALGARY SEPARATE			TOTAL		
	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76
A	37.6	33.4	42.7	34.2	40.1	36.6	46.0	31.6	38.3	35.9	40.5	34.7	30.5	37.9	32.5	34.0	35.8	35.8
B	31.7	40.0	33.7	34.1	31.8	33.2	31.5	39.2	38.9	36.3	36.2	36.0	29.9	31.2	37.3	35.0	36.2	34.7
C	26.0	21.7	20.9	24.6	21.7	22.6	20.4	27.2	16.8	23.2	19.1	23.1	37.6	25.1	19.6	25.5	22.4	23.4
D	4.7	2.8	2.0	4.4	4.0	5.2	1.6	1.2	2.5	2.8	3.1	4.0	0.5	4.6	7.1	3.7	3.9	4.2
F	-	1.8	0.5	2.7	2.2	2.1	0.5	0.6	3.2	1.8	0.8	2.0	1.5	1.0	3.3	1.8	1.4	1.7
N	274	317	344	679	763	688	187	158	154	834	1,069	1,123	197	195	209	3,075	3,437	3,540
Mean	72.2	72.3	75.1	70.6	72.2	71.2	74.5	71.7	72.6	71.9	73.6	71.0	69.8	72.7	70.5	71.1	71.9	71.6
S.D.	14.9	15.1	14.7	15.2	15.7	15.7	13.9	14.7	15.8	14.2	14.1	15.2	14.3	16.2	17.8	14.6	14.6	15.1

3230 Biology 30

	N.W.T. & CORRES.			ZONE 1			ZONE 2			ZONE 3			ZONE 4			ZONE 5		
	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76
A	15.3	13.1	12.0	10.7	12.1	11.4	10.2	11.6	13.7	12.4	10.5	11.8	12.5	16.5	16.6	11.0	10.9	11.4
B	42.7	34.8	37.6	35.3	39.2	41.0	37.6	36.9	33.0	30.7	38.0	36.0	38.2	37.5	41.2	38.8	37.4	33.5
C	32.4	43.0	43.6	42.5	37.5	38.2	44.9	42.8	41.9	45.6	42.3	42.7	40.7	38.2	35.3	42.4	44.2	45.0
D	8.5	6.9	4.9	9.1	10.1	7.8	4.9	7.1	9.0	8.9	7.4	6.9	7.0	6.3	5.1	6.1	6.0	7.9
F	0.9	2.0	1.6	2.2	0.9	1.4	2.2	1.3	2.1	2.1	1.6	2.3	1.4	1.3	1.5	1.5	1.1	1.9
N	222	244	364	447	543	499	1,179	1,154	1,248	802	921	901	1,159	1,218	1,153	700	675	802
Mean	66.5	63.5	64.3	62.5	63.8	64.2	63.6	64.0	63.5	63.1	63.6	63.8	64.5	65.4	66.1	64.3	64.3	63.2
S.D.	12.1	13.9	12.9	12.2	12.8	12.4	11.9	12.1	13.5	12.5	12.4	12.5	12.0	12.5	12.4	11.6	11.7	12.3

	ZONE 6			EDM. PUBLIC & PRIVATE			EDMONTON SEPARATE			CALG. PUBLIC & PRIVATE			CALGARY SEPARATE			TOTAL		
	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76
A	14.0	19.0	19.2	13.7	15.7	15.0	12.7	18.6	18.2	15.2	15.8	16.2	14.8	15.5	15.4	13.3	15.2	15.3
B	37.1	35.8	36.6	36.4	34.0	34.6	32.4	34.2	32.4	38.2	37.7	38.9	39.9	37.2	36.1	36.8	36.3	36.4
C	40.6	35.1	34.0	40.2	39.1	40.6	45.8	40.5	40.1	37.3	35.5	34.1	39.2	40.1	39.7	40.8	38.9	38.6
D	6.3	7.4	7.8	5.9	7.8	6.2	6.8	4.6	6.6	6.4	7.2	7.5	5.1	5.2	5.4	6.4	7.0	6.9
F	1.8	2.5	2.1	3.5	3.1	3.3	2.1	1.7	2.4	2.8	3.5	3.1	0.7	1.7	3.1	2.4	2.3	2.6
N	1,268	1,265	1,341	2,976	3,194	3,277	910	904	1,013	2,750	2,643	3,080	558	744	860	12,971	13,505	14,538
Mean	64.8	65.6	65.9	63.7	63.6	63.8	63.3	65.9	64.8	64.5	64.3	64.6	65.9	65.4	64.8	64.1	64.4	64.4
S.D.	12.8	14.1	14.0	13.3	13.6	13.8	12.7	13.6	14.0	13.2	14.1	14.0	11.8	13.2	14.1	12.7	13.2	13.5

3240 Chemistry 30

	N.W.T & CORRES.			ZONE 1			ZONE 2			ZONE 3			ZONE 4			ZONE 5		
	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76
A	6.3	17.4	15.0	11.7	12.7	14.6	14.0	19.2	19.2	16.7	13.8	14.5	17.4	15.0	14.8	14.7	14.9	15.8
B	36.5	34.8	43.0	37.6	31.8	33.1	30.7	38.3	33.0	32.9	34.9	32.0	33.2	35.7	36.5	32.1	33.2	32.0
C	39.6	33.7	37.6	46.0	45.4	44.3	45.7	35.5	38.4	43.0	43.0	42.3	41.4	40.4	41.1	43.5	44.6	43.4
D	12.6	13.9	3.7	3.9	9.0	7.3	7.2	6.3	7.9	6.1	7.7	6.8	5.9	6.4	6.9	8.5	6.3	6.5
F	4.7	-	0.5	0.5	0.9	0.4	2.1	0.4	1.3	1.1	0.4	4.2	1.8	2.2	0.4	1.0	0.7	2.1
N	63	86	186	178	220	232	413	456	530	179	246	234	739	699	646	386	394	428
Mean	58.8	64.7	66.1	64.7	63.6	64.7	63.4	66.8	65.2	65.7	64.1	63.1	65.2	64.5	65.3	64.2	64.3	64.4
S.D.	12.7	16.3	13.1	11.1	13.3	12.5	13.0	13.2	14.0	13.0	13.2	14.9	13.1	13.2	12.7	13.1	12.9	13.5

	ZONE 6			EDM. PUBLIC & PRIVATE			EDMONTON SEPARATE			CALG. PUBLIC & PRIVATE			CALGARY SEPARATE			TOTAL		
	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76
A	15.5	14.6	18.1	18.7	16.9	18.2		24.3	23.1	20.4	19.3	19.5	19.5	20.0	12.7	17.4	16.5	17.4
B	28.4	35.0	37.8	31.3	30.1	30.6		27.0	25.8	38.7	36.2	35.2	26.0	51.4	31.3	33.5	34.3	34.3
C	45.4	43.0	39.3	41.0	43.9	40.3		37.8	44.2	33.0	36.8	33.9	50.0	22.8	47.0	40.5	40.9	39.6
D	9.2	6.3	4.4	6.8	6.0	7.7		5.4	5.4	6.8	5.5	7.5	4.3	5.7	5.8	7.0	6.4	6.6
F	1.3	0.9	0.1	1.9	2.9	3.1		5.4	1.3	0.8	1.9	3.7	-	-	2.9	1.4	1.6	1.8
N	521	648	650	1,022	994	516		74	147	1,197	722	837	46	35	102	4,744	4,574	4,508
Mean	63.5	64.9	67.2	64.9	63.9	64.2		64.6	65.5	66.7	66.3	64.9	64.7	69.1	63.2	65.0	64.9	65.1
S.D.	13.0	13.0	12.6	14.0	14.0	14.2		17.8	14.9	13.2	14.0	15.2	12.1	17.6	14.8	13.3	13.3	13.5

3245 Chemistry 30X

	N.W.T. & CORRES.			ZONE 1			ZONE 2			ZONE 3			ZONE 4			ZONE 5		
	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76
A	12.7	16.2	12.5	14.8	15.3	10.9	14.0	12.1	11.7	19.2	17.6	14.1	17.2	17.1	15.0	7.6	15.4	12.8
B	36.3	27.0	25.0	21.2	36.8	32.2	33.6	32.9	33.8	36.1	45.3	35.6	33.0	33.9	30.1	38.1	36.7	33.7
C	45.4	29.7	47.5	50.9	35.9	44.8	41.7	43.3	44.8	36.2	30.4	41.3	42.8	42.7	44.6	44.0	43.0	45.3
D	3.6	24.3	10.0	11.3	9.6	9.2	9.1	10.5	8.8	6.9	5.5	8.1	6.4	3.6	8.8	9.3	3.3	6.4
F	1.8	2.7	5.0	1.4	2.1	2.7	1.4	0.9	0.7	1.3	1.0	0.7	0.3	2.5	1.1	0.8	1.4	1.6
N	55	37	40	202	228	183	491	519	511	529	562	629	278	274	338	236	272	249
Mean	64.2	61.8	61.2	61.8	64.2	62.3	63.7	63.0	63.3	66.0	67.7	64.6	65.2	65.1	64.0	63.2	65.9	63.7
S.D.	11.4	18.2	17.5	13.2	14.0	13.9	12.9	13.0	12.7	13.0	12.9	13.1	13.0	13.8	13.6	11.9	12.8	13.5

	ZONE 6			EDM. PUBLIC & PRIVATE			EDMONTON SEPARATE			CALG. PUBLIC & PRIVATE			CALGARY SEPARATE			TOTAL		
	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76
A	16.1	17.5	19.0	16.2	17.4	17.4	19.1	18.6	15.9	18.9	23.4	20.5	23.3	22.4	23.5	17.2	18.8	17.4
B	40.7	34.6	43.6	29.1	31.2	30.9	32.3	33.2	32.2	39.8	38.3	39.5	38.3	34.3	31.9	34.0	35.0	34.1
C	37.7	40.9	33.4	40.0	39.9	40.9	38.5	38.6	38.6	32.9	30.4	32.4	31.8	36.2	34.3	38.4	37.0	38.8
D	4.2	5.8	2.8	10.5	8.2	8.7	8.3	7.7	9.4	6.5	4.8	5.8	5.1	5.1	7.6	8.0	6.8	7.7
F	1.1	0.9	0.9	4.0	3.1	2.0	1.6	1.7	3.6	1.7	2.8	1.5	1.3	1.7	2.4	2.1	2.2	1.8
N	538	410	419	1,795	2,222	2,792	900	852	838	1,044	1,715	1,658	446	623	573	6,514	7,714	8,230
Mean	66.4	66.3	68.1	62.4	63.8	64.2	64.9	64.9	62.9	66.0	67.1	66.6	68.3	67.1	66.7	64.6	65.4	64.8
S.D.	12.6	13.3	12.5	15.2	14.6	14.2	14.9	14.6	15.3	13.6	14.8	13.5	13.4	13.9	15.2	14.1	14.1	13.9

3260 Physics 30

	N.W.T. & CORRES.			ZONE 1			ZONE 2			ZONE 3			ZONE 4			ZONE 5		
	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76
A	12.2	14.7	16.4	11.1	16.7	17.0	16.1	13.8	15.6	16.5	12.2	16.7	16.9	21.2	19.9	14.9	17.9	16.8
B	31.1	22.5	35.5	32.4	36.5	28.6	35.5	33.4	32.4	33.9	38.9	30.7	38.1	32.4	35.4	32.7	30.4	30.7
C	35.5	43.1	32.8	41.3	40.5	43.7	37.6	38.6	39.2	40.2	41.1	40.4	36.6	35.0	34.6	40.4	40.8	42.9
D	12.2	14.7	11.8	11.1	5.7	9.5	8.4	11.7	10.9	8.2	7.3	10.1	6.3	7.9	7.3	9.3	8.1	7.8
F	8.8	4.9	3.2	3.9	0.4	1.0	2.1	2.3	1.7	0.9	0.2	1.7	2.0	3.3	2.6	2.4	2.5	1.5
N	90	102	152	179	227	199	414	461	512	303	352	393	538	540	531	415	467	445
Mean	60.9	60.1	63.0	61.5	65.6	64.0	64.6	62.9	63.9	64.7	64.7	64.3	65.5	65.5	66.2	63.6	64.5	64.4
S.D.	15.0	16.1	16.1	14.4	13.2	14.3	13.4	13.8	13.9	12.9	12.4	13.9	13.4	14.8	14.8	13.6	14.1	13.4

	ZONE 6			EDM. PUBLIC & PRIVATE			EDMONTON SEPARATE			CALG. PUBLIC & PRIVATE			CALGARY SEPARATE			TOTAL		
	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76
A	22.3	19.2	22.5	23.0	21.9	22.4	28.6	29.9	28.8	18.6	23.2	19.8	31.2	34.0	33.6	19.8	21.0	20.6
B	31.0	32.7	38.4	32.9	31.3	33.8	36.3	34.5	37.2	33.1	36.6	37.3	32.5	34.0	29.7	33.7	33.8	34.7
C	37.9	38.4	32.7	35.4	36.2	34.7	28.9	29.3	29.6	35.9	30.5	31.9	31.2	27.5	29.7	36.3	35.2	34.9
D	7.0	7.5	4.9	6.1	7.0	5.5	3.7	4.8	2.0	8.1	6.3	6.4	4.0	3.5	4.9	7.3	7.3	6.8
F	1.4	2.0	1.3	2.3	3.3	3.4	2.3	1.1	2.0	4.1	3.2	4.3	0.8	1.0	1.9	2.7	2.5	2.8
N	537	593	604	968	1,189	1,144	377	347	381	1,374	1,562	1,591	224	200	202	5,419	6,040	6,154
Mean	66.5	65.5	68.0	66.3	65.5	66.4	68.8	69.6	69.2	64.1	67.0	65.1	70.6	71.7	70.7	65.4	65.9	65.9
S.D.	14.0	14.3	14.0	14.9	15.3	15.1	15.3	15.3	14.5	15.2	15.0	15.7	15.3	16.0	16.1	14.6	14.6	14.7

3265 Physics 30X

	N.W.T. & CORRES.			ZONE 1			ZONE 2			ZONE 3			ZONE 4			ZONE 5		
	1973-74	1974-75	1975-76	1973-74	1974-75	1975-76	1973-74	1974-75	1975-76	1973-74	1974-75	1975-76	1973-74	1974-75	1975-76	1973-74	1974-75	1975-76
A							11.7	20.5	13.3	23.2	13.9	11.8						
B							31.6	17.8	24.0	34.7	43.0	30.1						
C							41.7	50.6	50.6	36.8	37.9	45.1						
D							13.3	10.9	8.0	4.2	5.0	10.7						
F							1.7	-	4.0	1.1	-	2.1						
N							60	73	75	95	79	93						
Mean							61.2	64.0	61.8	68.0	66.1	62.1						
S.D.							13.2	15.4	16.3	13.4	13.4	14.4						

	ZONE 6			EDM. PUBLIC & PRIVATE			EDMONTON SEPARATE			CALG. PUBLIC & PRIVATE			CALGARY SEPARATE			TOTAL		
	1973-74	1974-75	1975-76	1973-74	1974-75	1975-76	1973-74	1974-75	1975-76	1973-74	1974-75	1975-76	1973-74	1974-75	1975-76	1973-74	1974-75	1975-76
A	30.9	30.5	35.4	31.4	34.9	14.8				11.8	25.1	0.0	8.3	25.8	45.4	22.9	26.8	19.6
B	30.9	43.0	38.7	31.3	30.1	31.3				38.2	32.2	0.0	37.5	33.8	20.4	33.3	32.7	29.8
C	30.9	26.3	22.5	31.4	29.0	40.9				42.1	36.2	0.0	54.2	38.7	22.7	36.7	35.0	39.3
D	7.3	-	3.2	3.5	3.2	11.1				6.6	3.9	0.0	-	1.6	4.5	5.6	4.0	8.8
F	-	-	0.0	2.4	2.6	1.5				1.3	2.3	0.0	-	-	6.8	.5	1.3	2.3
N	55	72	62	169	186	188				76	127	0	24	62	44	480	599	462
Mean	68.4	72.4	72.7	69.9	70.9	63.2				64.9	65.9	0.0	63.9	69.1	70.9	67.1	68.4	64.7
S.D.	13.7	14.1	15.8	15.8	16.7	14.5				12.1	15.7	0.0	13.1	17.4	23.5	14.4	14.6	15.2

3300 French 30

	N.W.T. & CORRES.			ZONE 1			ZONE 2			ZONE 3			ZONE 4			ZONE 5		
	1973-74	1974-75	1975-76	1973-74	1974-75	1975-76	1973-74	1974-75	1975-76	1973-74	1974-75	1975-76	1973-74	1974-75	1975-76	1973-74	1974-75	1975-76
A	30.4	23.3	30.2	24.8	27.2	28.2	20.8	24.0	22.2	20.7	19.4	21.8	16.6	17.4	19.1	17.8	15.7	19.1
B	39.0	33.9	39.5	39.4	40.1	35.8	38.4	44.3	39.1	41.2	34.9	36.7	38.4	39.6	40.1	39.4	41.6	41.4
C	27.6	31.0	29.4	31.9	25.8	29.1	33.4	24.8	30.6	35.8	39.4	34.2	37.3	33.4	31.4	34.1	36.5	32.9
D	2.8	10.6	0.7	3.7	5.8	6.2	4.6	6.0	6.2	2.1	5.9	6.3	6.6	8.1	7.8	7.7	4.7	6.5
F	-	0.9	0.0	-	0.8	0.4	2.1	0.7	1.7	-	0.2	0.8	0.8	1.2	1.3	0.8	1.2	0.0
N	105	103	129	266	224	223	517	512	526	410	406	362	463	406	381	337	317	246
Mean	70.5	66.6	71.6	69.1	69.2	68.6	67.5	69.2	67.5	68.6	66.2	67.2	65.7	65.7	66.6	66.3	66.2	67.4
S.D.	13.2	15.5	13.5	12.8	14.0	13.6	13.3	13.4	13.8	11.6	13.1	13.3	12.5	13.6	13.8	12.8	12.8	12.6

	ZONE 6			EDM. PUBLIC & PRIVATE			EDMONTON SEPARATE			CALG. PUBLIC & PRIVATE			CALGARY SEPARATE			TOTAL		
	1973-74	1974-75	1975-76	1973-74	1974-75	1975-76	1973-74	1974-75	1975-76	1973-74	1974-75	1975-76	1973-74	1974-75	1975-76	1973-74	1974-75	1975-76
A	18.5	26.7	30.0	23.4	24.4	23.4	15.8	22.5	19.5	25.5	27.7	29.7	29.6	45.5	42.3	21.7	24.2	25.2
B	40.5	38.7	35.4	36.6	38.5	35.5	41.6	37.8	40.3	41.4	42.7	38.6	30.3	31.3	32.9	39.2	39.5	37.7
C	34.2	30.4	29.8	33.6	30.5	33.5	36.2	34.8	35.4	28.5	24.6	25.8	32.1	19.5	20.8	33.2	30.0	30.6
D	5.7	3.8	3.5	5.0	4.9	5.0	5.3	4.1	3.1	4.0	3.2	3.9	7.8	2.3	2.1	4.9	5.0	4.9
F	0.9	0.2	1.1	1.2	1.5	2.3	0.9	0.6	1.4	0.4	1.5	1.8	-	1.1	1.6	0.8	1.0	1.4
N	540	467	446	1,040	724	715	411	439	347	970	824	712	165	169	182	5,224	4,591	4,269
Mean	66.9	69.6	69.5	67.8	68.3	67.4	65.9	67.8	67.0	68.8	69.3	69.9	68.8	74.0	73.2	67.7	68.3	68.3
S.D.	12.9	13.4	13.7	13.4	13.9	14.0	12.6	13.1	14.0	12.6	13.1	14.3	14.3	15.6	15.5	12.9	13.2	13.5

3315 German 30

	N.W.T. & CORRES.			ZONE 1			ZONE 2			ZONE 3			ZONE 4			ZONE 5		
	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76
A	24.1	21.0	33.3	63.6	66.6	36.3	15.4	20.6	25.0	15.8	19.2	31.5	25.0	19.0	5.5		20.0	33.3
B	32.5	36.8	44.4	18.2	16.6	54.5	23.1	34.4	8.3	36.8	46.1	47.3	16.7	28.5	27.7		60.0	66.6
C	38.6	28.0	20.0	18.2	16.6	9.0	30.7	37.9	58.3	26.3	30.7	21.0	58.3	33.3	44.4		20.0	0.0
D	3.6	14.0	2.2	-	-	0.0	30.8	6.8	8.3	10.6	3.8	0.0	-	19.0	22.2		-	0.0
F	1.2	-	0.0	-	-	0.0	-	-	0.0	10.5	-	0.0	-	-	0.0		-	0.0
N	83	57	45	11	6	11	13	29	12	19	26	19	12	21	18		5	6
Mean	68.5	66.1	72.8	78.6	78.1	77.9	58.3	65.4	63.4	62.9	69.7	73.3	66.4	64.3	58.9		73.8	74.3
S.D.	13.4	16.2	17.0	15.2	36.9	28.4	14.9	19.4	25.2	14.8	19.4	19.9	13.6	20.4	18.3		38.5	34.4

	ZONE 6			EDM. PUBLIC & PRIVATE			EDMONTON SEPARATE			CALG. PUBLIC & PRIVATE			CALGARY SEPARATE			TOTAL		
	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76
A	21.4	36.5	41.8	32.2	32.3	31.6	30.8	62.5	31.2	37.0	40.3	35.7	21.2	31.0	31.5	29.6	32.4	32.9
B	53.6	39.7	37.8	31.3	31.1	37.4	23.0	37.5	43.7	50.0	35.0	36.6	54.6	41.3	34.2	37.2	34.9	37.8
C	19.6	21.5	14.8	29.4	31.1	25.8	23.1	-	18.7	11.9	21.9	25.0	18.1	17.2	26.3	26.5	26.8	24.2
D	5.4	2.1	5.4	4.7	4.9	3.8	23.1	-	0.0	1.1	0.8	1.7	3.1	6.8	7.8	4.9	5.0	4.0
F	-	-	0.0	2.4	0.4	1.1	-	-	6.2	-	1.7	0.8	3.0	3.4	0.0	1.9	0.6	0.8
N	56	93	74	255	241	259	13	8	16	92	114	112	33	29	38	587	629	610
Mean	69.1	73.1	73.8	70.0	70.2	71.7	68.0	78.8	67.5	74.6	73.3	72.2	71.2	68.4	71.1	70.1	70.5	71.6
S.D.	11.2	14.7	15.3	15.4	15.1	14.8	18.3	31.4	27.7	10.5	14.6	15.0	13.7	20.1	18.0	14.3	14.3	14.2

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	N.W.T. & CORRES.			ZONE 1			ZONE 2			ZONE 3			ZONE 4			ZONE 5		
	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76
A	36.4	30.0	20.0			100.0	22.2	80.0	11.1	36.7	69.5	25.8						
B	36.3	10.0	60.0			0.0	26.7	20.0	59.2	30.0	17.3	58.0						
C	18.2	30.0	0.0			0.0	31.1	-	25.9	30.0	13.0	16.1						
D	9.1	10.0	20.0			0.0	11.1	-	3.7	3.3	-	0.0						
F	-	20.0	0.0			0.0	8.9	-	0.0	-	-	0.0						
N	11	10	5			1	45	5	27	30	23	31						
Mean	72.3	59.6	69.6			0.0	62.7	82.4	68.7	72.1	80.0	73.4						
S.D.	15.5	29.3	38.3			0.0	16.9	42.0	17.6	12.3	20.5	17.4						

	ZONE 6			EDM. PUBLIC & PRIVATE			EDMONTON SEPARATE			CALG. PUBLIC & PRIVATE			CALGARY SEPARATE			TOTAL		
	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76	1973 -74	1974 -75	1975 -76
A				30.2	37.2	42.3	50.0	21.0	17.8							33.3	39.4	28.4
B				30.2	32.5	30.5	34.4	42.1	32.1							30.4	30.2	42.3
C				33.9	18.6	20.3	15.6	31.5	21.4							28.1	21.8	19.8
D				5.7	6.9	5.0	-	5.2	17.8							5.9	5.0	6.6
F				-	4.6	1.6	-	-	10.7							2.3	3.3	2.6
N				53	43	59	32	38	28							171	119	151
Mean				69.4	69.4	71.6	76.2	69.3	60.4							69.6	71.1	69.4
S.D.				13.8	21.4	18.1	10.5	18.1	21.9							14.8	18.0	16.2

APPENDIX F

TERMS OF REFERENCE

OF

GRADE 12 STUDY STEERING COMMITTEE

MINISTER'S ADVISORY COMMITTEE ON STUDENT ACHIEVEMENT

December 22, 1976

TERMS OF REFERENCE FOR STEERING COMMITTEE RE STUDY OF EFFECTS OF CHANGE TO NON-COMPULSORY DEPARTMENTAL EXAMINATIONS

A. MEMBERSHIP AND REPORTING PROCEDURES

1. Committee Structure

The steering committee shall consist of six members, appointed by the Minister's Advisory Committee on Student Achievement.

2. Reporting

The steering committee shall make reports on a regular basis to the Minister's Advisory Committee on Student Achievement (MACOSA) through the steering committee's chairman.

B. TASK ASSIGNMENT

1. Basic Assignment

The steering committee carries responsibility for overseeing the designing, commissioning and completion of a study to determine whether the change to non-compulsory, grade XII Departmental examinations has affected the quality of education in Alberta, as per motion of the Legislative Assembly of Alberta, October 19,1976.

2. Some Guidelines and specified tasks.

In fulfilling its mandate as set out in B.1, above, the steering committee will have responsibility for undertaking and completing the following assignments:

2.1 Gather information and prepare a report based on existing data pertaining to the basic assignment as set out in B.1.

Within the structures as set out in the foregoing sections, the steering committee will develop plans for making the assessment.

The steering committee will recommend a contractor who will carry out the tasks required under the direction of the steering committee. The contractor will:

Gather all available data such as the following:

(a) Ascertain what final marks have been assigned in 1976 to Grade XII students and compare with marks obtained by Grade XII students prior to the end of compulsory departmental examinations - eg.1972

(b) Determine whether any differences in such marks follow a general pattern across the province or if there are differences regionally between schools.

2.2 Conduct a survey by means of a questionnaire or questionaires administered to a stratified random sample of university personnel, school principals, teachers, school trustees, school superintendents, parents and students to determine their opinions with regard to the following:

(a) What are the apparent positive results of non-compusory examinations?
(b) What problems have resulted?
(c) Has the change to non-compulsory Grade XII Departmental examinations affected the quality of Education in Alberta?
Responses should be on a 5 or 7 point scale.

(NOTE): Additional information might also be obtained from the questionnaire study. For instance, questions such as following could be included: What should be the purpose to be emphasized by a provincial testing program, e.g., achievement in a particular subject; general scholastic ability and aptitude; proficiency in basic skills?)

2.3 Conduct interviews with a sample of those who complete the survey described in B.2.2 above as a means of validating the data obtained and of gathering additional information pertinent to the basic assignment.

3.1 First Phase Planning:

Within the structures as set out in the foregoing sections, the steering committee will develop plans for making the assessment.

3.2 Scheduling of Steering Committee's Work:

1. The steering committee will complete the task of formulating the terms of reference for the study and recommending a contractor on or before January 31, 1977. Part 1 of the study, as set out in Section B.2.1 above, will be completed and a progress report submitted by March 31, 1977. Instrumentation for the rest of the study also will be completed by March 31, 1977. Data collection will be completed by May 31, and the final report containing the results of the study will be turned in to MACOSA by September 30, 1977.

C. MONITORING AND REPORTING

(a) Taking direction from the Minister's Advisory Committee on Student Achievement, the steering committee will monitor and oversee such studies or projects as are approved and set in motion, having regard to the "Basic Assignment" as set out in the first paragraph of Section B, above.

(b) The steering committee's responsibilities will include the following:

1. Ensuring that progress reporting and phase completion deadlines as provided for are being adhered to as closely as possible.

2. Ensuring that the Minister's Advisory Committee on Student Achievement is kept well informed as to progress and where appropriate recommending public information releases.

3. Providing whatever technical or policy advisory assistance to the investigator(s) as may be required from time to time.

4. When investigations are conducted in stages, making recommendations to the Advisory Committee (MACOSA) re the following:

   i. as to whether or not the study should proceed into the next stage;
   ii. as to the sufficiency of funds allocated in respect of subsequent research stages, where progress into the next stage is recommended, within the total contract limit;
   iii. whether further work should be done on the stage just completed; or
   iv. whether a study should be terminated;
   v. upon completion of the final stage of the project, as to disposition of the final report.

5. With regard to each commissioned study, assuring that many copies of the final report together with an executive summary as may have been provided for in any contract are tabled with the Advisory Committee (MACOSA) upon completion,

and 6. Such other matters as may be referred to the steering committee by the Advisory Committee (MACOSA).

(c) The steering committee will ensure preparation of a final report which incorporates data and findings of litera~~cy~~ture reviews, studies and projects which have proceeded under its direction. The report will respond directly to the "Basic Assignment" as set out in Section B, above and will contain recommendations as to future practice relative to the question.

(d) The deadline date for completion and submission to the Advisory Committee on Student Achievement of the final report is September 30, 1977.

APPENDIX G

Representative sample of Alberta Schools

Letters to Superintendents

Letter to Basic Unit Principals

Letter to Survey Participant willing
to be interviewed

Letter to Post Secondary School Personnel

Public at large population areas.

REPRESENTATIVE SAMPLE
OF
* ALBERTA SCHOOLS

OFFERING INSTRUCTION AT GRADE XII LEVEL
DURING 1976 - 77 SCHOOL YEAR

---

* Includes one N.W.T. School

SUMMARY

Number of Schools (Basic Units) = 52

Number of Students = 2191

Number of Teachers = 600

Number of School Systems Involved = 41

Number of Non - teaching Principals = 40

ZONE I

	School Name	Principal Name and Address
1.	E.W. Pratt	L. Edwards, Box 150, High Prairie TOG 1E0
2.	George P. Vanier	A.J. Turcotte, Donnelly TOH 1G0
3.	Hillside Jr. - Sr. High	Jim Cornelsen, Box 568,Valleyview TOH 3N0
4.	Matonabbee	P.G. Matveyenko, Box 90, Pine Point N.W.T. X0E 0W0
5.	Peace River High	B. Imray, Box 1650, Peace River TOH 2X0
6.	Routhier	R. Despins, Box 540, Falher TOH 1M0
7.	Hines Creek	N. Renneberg, Hines Creek TOH 2A0

ZONE II

1.	Edwin Parr	A. Wurfel, Box 59, Athabasca T0G 0B0
2.	F.G. Miller High	S.A. Holthe, Elk Point T0A 1A0
3.	Grand Trunk High	W. Sparks, Box 339, Evansburg T0E 0T0
4.	Mallaig	R.A. Boutin, Box 90, Mallaig T0A 2K0
5.	Niton Central	C. Tait, Niton Junction T0E 1S0
6.	Sangudo Jr. - Sr. High	L.S. Larson, Box 419, Sangudo T0E 2A0
7.	Thorhild Acad. Voc. High	M. Senych, Box 100, Thorhild T0A 3J0

ZONE III

	School Name	Principal Name and Address
1.	Andrew	A. Coroniuk, Andrew T0B 0C0
2.	Archbishop Jordan	G. Karpinka, 2021 Brentwood Blvd. Sherwood Park T8A 0K2
3.	Archbishop O'Leary High	Miss E.M. Meyer, 8760-132 Ave. Edmonton, T5E 0X8
4.	Bonnie Doon Composite High	W.J. Klufas, 8205-90 Ave. Edmonton T6C 1N8
5.	Central	L.M. Benfield, Hughenden T0B 2E0
6.	Delnorte	M.M. Smith, Box 189, Innisfree T0B 2G0
7.	Edgerton	L. Krawchuk, Edgerton T0B 1K0
8.	Marwayne Jubilee	D. Cooper, Marwayne T0B 1K0
9.	Queen Elizabeth Composite High	F. Phillips, 9425-132 Ave. Edmonton T5B 2X0
10.	St. Thomas Aquinas	E.G. Tameling, Box 390, Provost T0B 3S0
11.	Thorsby High	J. Woloshyn, Thorsby T0C 2P0
12.	Wainwright High	S.B. Iverson, Wainwright T0B 4P0

ZONE IV

1.	Bashaw	D.L. Bennett, Box 100, Bashaw T0B 0H0
2.	Coronation	J. Taylor, Coronation T0C 1C0
3.	David Thompson	R. Smith, Box 7, Site 2, R.R. 1 Condor T0M 0P0
4.	Hay Lakes	R. Luger, Hay Lakes, T0B 1W0

	School Name	Principal Name and Address
5.	Innisfail Jr. - Sr. High	B.M.R. Webster, Box 970, Innisfail T0M 1A0
6.	Lindsay Thurber Comp. High	R. McLeod-Paton, 4204-58 St. Red Deer T4N 2L6
7.	Theresetta R.C.S.	D. Fenrich, Box 580, Castor T0C 0X0

ZONE V

1.	Beiseker	B. Parmar, Box 357, Beiseker T0M 0G0
2.	Bishop Grandin	J. Lencucha, 111 Haddon Rd. S.W. Calgary T2V 2Y2
3.	Canmore	P.W.A. Grobler, Box 583, Canmore T0L 0M0
4.	Chestermere Jr.-Sr. High	J.R. Turner, R.R.7 Calgary T2P 2G7
5.	Dr. E.P. Scarlett	T.T. Humphrey, 220 Canterbury Dr. S.W. Calgary
6.	Hussar	R. Hehr, Box 250, Hussar T0J 1S0
7.	Kathyrn	N.J. Minor, Kathyrn T0M 1E0
8.	New Cessford	J.A. Norton, Cessford T0J 0P0
9.	Okotoks Jr.-Sr. High	K.R. Eastlick, Okotoks T0L 1T0
10.	Samuel Crowther	A. Eeles, Strathmore T0J 3H0
11.	St. Francis	D.D. Taylor, 877 Northmount Dr. N.W. Calgary T2L 0A3

ZONE VI

1.	Chamberlain	R. Grab, Box 670, Grassy Lake T0K 0Z0
2.	Duchess	N. Crapo, Box 119, Duchess T0J 0Z0
3.	Irvine	K. Kryzanowski, Irvine T0J 1V0
4.	J.T. Foster	B.J. Warwick, Box 610, Nanton T0L 1R0

	School Name	Principal Name and Address
5.	Kate Andrews High	J.E.H. Huntrods, Box 1120, Coaldale TOK 0L0
6.	Rosemary	E.H. Gabert, Rosemary TOJ 2W0
7.	Warner	J. Moshurchak, Warner TOK 2L0
8.	Winston Churchill	G. Wigg, 18St.-15 Ave.N. Lethbridge T1H 1W4

SCHOOL SYSTEMS

COUNTIES

	Name of System	Total Student Population	Total Grade 12 Population	Zone
12	Athabasca	2,346	160	2
19	St. Paul	1,771	116	2
28	Lac St. Anne	3,677	214	2
7	Thorhild	1,533	121	2
30	Lamont	1,753	124	3
27	Minburn	1,971	185	3
24	Vermilion River	2,197	154	3
25	Leduc	5,658	296	3
22	Camrose	2,250	142	4
18	Paintearth	1,082	72	4
23	Red Deer	4,404	256	4
16	Wheatland	2,032	124	5
4	Newell	1,639	72	6
5	Warner	1,739	128	6
26	Lethbridge	3,052	255	6

DIVISIONS

	Name of System	Total Student Population		Zone
48	High Prairie	3,548	256	1
54	East Smoky	1,968	106	1
50	Fairview	1,525	93	1
10	Peace River	2,858	196	1
12	Yellowhead	5,129	323	2
33	Provost	950	55	3
32	Wainwright	1,784	159	3
15	Rocky Mountain House	3,041	173	4
41	Calgary	5,540	341	5
1	Berry Creek	157	9	5
38	Foothills	3,860	206	5
4	Medicine Hat	797	16	6
28	Willow Creek	3,055	220	6
6	Taber	2,709	205	6

PUBLIC DISTRICTS

	Name of System	Total Student Population	Total Grade 12 Population	Zone
7	Edmonton	66,995	6,143	3
104	Red Deer	5,816	596	4
168	Canmore (Bow Corridor)	517	37	5
19	Calgary	82,310	6,716	5
51	Lethbridge	7,727	765	6

SEPARATE DISTRICTS

	Name of System	Total Student Population		Zone
105	Sherwood Park	2,154	95	3
7	Edmonton	28,969	2,303	3
65	Provost	258	35	3
23	Theresetta	179	16	4
1	Calgary	21,684	1,688	5

CONSOLIDATED DISTRICTS

	Name of System	Total Student Population		Zone
69	Falher	493	38	1

OTHERS

Name of System	Total Student Population		Zone
N.W.T.	3,132	365	1

TOTAL	294,259	23,574

Letter to Superintendents

February 4, 1977

Dear Sir:

Re: Grade XII Examination Study

As you may well have heard, the Minister's Advisory Committee on Student Achievement (MACOSA) has undertaken a study to determine what has happened to the quality of education in Alberta since compulsory Grade XII examinations were dropped in 1973.

In fulfilling its mandate the Steering Committee has undertaken, as a necessary first step, to assemble and summarize the latest local system policies and procedures on student evaluation.

Last week, I was appointed by the Steering Committee to help direct the study. I am hopeful that a brief summary of present evaluation practices used by school systems throughout the province can be presented to the Committee at its February 23 meeting.

I would appreciate receiving from you by return a copy of your latest school system accreditation/evaluation policy applicable at the Grade XII level in the high schools under your jurisdiction. Thank you in advance for your anticipated attention to my request.

Yours truly

Fred J. Dumont
Project Director
MACOSA
Box 1500
High Prairie, Alberta.

Letter Sent to all Superintendents

February 25, 1977

Dear

Re: Grade XII Exams Study

You will recall being advised by the Communications Branch on January 24, 1977, that the Minister's Advisory Committee on Student Achievement (MACOSA) had undertaken a study to determine what has happened to the "quality of education" in Alberta since compulsory Grade XII exams were dropped in 1973. The request for such a study was referred from the Legislative Assembly.

In fulfilling its mandate, the Grade 12 Exam Study Committee has decided to address the question from several directions. One of these involves a review of school systems analyses of "hard data" regarding high school marks attained by their students before and after the 1973 accreditation decision. I am informed that many School Boards have continuously monitored the marks assigned to the students by Teachers and Principals in the various High School subjects by directing its administrations to prepare annual and/or semi annual statistical reports for review at Board meetings.

I would invite you to submit to me any of your findings reflecting trends in marks obtained, or other information comparing high school marks obtained before and after accreditation, which you think might be useful to the Grade 12 Study Committee in addressing the basic question.

I might add that any report on your students will be kept in strict confidence, and will be used only to examine trends and to supplement the data available from Dr. Reid's Branch. If you have not done any structured analyses of marks over the past few years, I would appreciate being advised.

I am looking forward to hearing from you.

Your truly

Fred J. Dumont
Project Director
MACOSA Exam Study

Letter Sent to Superintendents of 'Basic Unit' School System

April 5, 1977

Dear

Re: Grade 12 Exam Study

A questionnaire has been developed to sample people's opinions regarding what has happened to the quality of education since compulsory provincial exams were dropped. About 10,000 Albertans have been selected to receive the questionnaire in early May. Included in this group are the grade 12 students registered in English 30 and English 33, Grade 12 Teachers, Councellors, and Assistant Principals of 52 of the 260 Alberta schools offering instruction at the grade 12 level.

Firstly, your permission is requested to allow the schools to participate. It is estimated that the completion of the questionnaire will require about 30 minutes of class time. A sufficient number of booklets will be packaged and sent to the schools directly for distribution by the Principal to Teachers, English 30 classes, English 33 classes and other personnel. Secondly, your assistance is earnestly requested to notify the Principal that his/her school was selected to participate in the survey and to provide encouragement to the school to undertake the immediate administration of the questionnaire and to return the completed documents directly to me as soon as possible.

I am looking forward to receiving your consent to include your system's schools in our sample.

By the way, all Principals of schools in Alberta offering instruction at the grade 12 level are included in the sample.

Yours sincerely

Fred J. Dumont
Project Director
MACOSA Exam Study

FJD/hs

Letter to Basic Unit Principals

April 25, 1977

Dear

Re: Grade 12 Examination Study

Under separate cover, I am forwarding sufficient Examination Study questionnaires, and return envelopes for your school. The questionnaire that you are personally being requested to complete will be mailed directly to you.

The package contains the following:

1. yellow cover questionnaires for * teachers, assistant principal (s), department heads and counsellors.
2. pale green cover questionnaires for students registered in English 30 and English 33.
3. Postage paid envelopes for the return of questionnaires (approximately 10 booklets per envelope).

As you were advised by _______, the _______ (staff and students) is one of 52 schools selected out of 260 Alberta high schools to participate in the survey. The opinions of grade 12 students and teachers on this issue will likely be the most enlightened of all other stakeholder perceptions being surveyed. I am looking forward to reporting their views to the Minister since close to 100 percent return from this sample is anticipated.

It is expected that the booklet can be completed in about one-half hour of class time. For administrative convenience at the school level, students presently taking English 30 or English 33 are the only grade 12 students targeted to participate. The instructions are self explanatory. The English 30 or English 33 teachers administrating the questionnaire are free to decide whether or not to discuss the issue with the class prior to assigning the exercise. However, the responses to the questionnaire should reflect individual student opinions, rather than class consensus. The questionnaire for the staff should be returned to me at the same time as the student booklets.

Finally, all I can say is that the sooner the booklets are returned to me, the better, knowing full well that you are very busy at this time of year. However, I am hopeful that most schools will be able to provide returns within two to three weeks, or in other words prior the Victoria day week - end.

Please do not hesitate to phone me, collect, at 523-3678 High Prairie, if you have any questions about this exercise.

Thank you for allowing your students and teachers to participate.

Yours sincerely

Fred J. Dumont
Project Director
MACOSA Examination Study

FJD/hs

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* Teachers = person involved in teaching one or more subjects at grade 12 level during 1976-77 school year.

Letter to Survey Participants
who indicated a willingness to
be interviewed.

June 20, 1977

Dear

Re: Grade 12 Examination Study

On behalf of the Minister of Education and the Committee directing the above project, I wish to gratefully acknowledge receipt of the questionnaire which you took time to complete.

Your opinion on the issue of compulsory examinations at the grade 12 level and on the quality of education in Alberta were most enlightening and useful. Your comments and responses to questions posed, along with those of some 6,000 other Albertans are in the process of being compiled for submission to the Minister in time for the fall session of the Legislative Assembly of Alberta.

The willing participation of Albertans in this project is attested by the fact that well over 1,000 individuals including yourself, from all parts of the province, agreed to be interviewed, if the need arose. Because of time and other constraints we were forced to limit the number to be interviewed to about 25 people, selected at random. We are not requesting an interview with you at this time. However, should you wish to add to what you have already told us, please do not hesitate to write to me. Your name and address will be kept on file for a short while. If further information is required, we shall get in touch with you.

I personally would like to thank you for the time and effort spent in participating in this study.

Your truly

Fred J. Dumont
Project Director
Grade 12 Examination Study

FJD/hs

Letter to Post Secondary
School Personnel

August 1, 1977

Dear

Re: Grade 12 Examinations Questionnaire
Post - Secondary Instiutions

Enclosed are two additional copies of the questionnaire for distribution to two staff members of the college, preferably to a department head or program manager. If it is at all possible, I would appreciate receiving the completed documents by August 15th.

After reviewing the perception data collected from Alberta's post-secondary institutions, a heavy bias in favor of the four universities developed since all deans from the four universities were included in the sample, while only one individual from each of the sixteen colleges was contacted. It was felt that even at this late date, that the responses of an additional 32 senior managers of post-secondary institutions would provide a useful additional perception of opinions. Because of your smaller size and nature of your operation in particular, better information might be available.

Hopefully your institution will avail itself of the opportunity to respond.

Yours truly

Fred J. Dumont
Director
MACOSA Exam Study

FJD/kb

PUBLIC AT LARGE

Questionnaires Distributed

AREA 1 = Peace District	161
AREA 2 = Northern District	546
AREA 3 = Central District	256
AREA 4 = Calgary and District	706
AREA 5 = Lethbridge and District	218
AREA 6 = Medicine Hat and District	128
AREA 7 = Banff and District	68
AREA 8 = Brooks and District	84
AREA 9 = Edmonton	713
TOTAL	2,880

APPENDIX H

SUMMARY

OF

CONTENTS OF

TECHNICAL REPORT

APPENDIX H

SUMMARY OF CONTENTS OF TECHNICAL REPORT

- Full text of participant responses to open - ended questions and comments categorized according to respondent group and question clusters.
- List of all schools in Alberta and North West Territories offering grade 12 instruction.
- List of all post secondary school institutions.
- Document containing complete listing of names and addresses of individuals in the sample.
- Document containing complete listing of respondents. Teachers and students reported as a group from each Basic Unit (schools selected).
- Notes on selection of sample groups and sampling procedures.
- Minutes of Study Steering Committee meetings.
- Reports submitted to Study Steering Committee.
- Document containing correspondence from school systems and list of system superintendents who submitted statistical reports and policy statements.
- List of Alberta school systems.
- Data coding format.
- Computer print outs of data analysis.

APPENDIX I

WHAT IS

TABLES REFLECTING
OPINIONS OF GROUPS
BY REGIONS

TABLE XXXXII

Frequency count of respondents

TABLE XXXXIII

7. "Since the examinations were dropped an "A" in one school doesn't mean the same as an "A" in another".

TABLE XXXXIV

40. "Is the 'Quality of Education' better or worse now than five years ago".

TABLE XXXXV

23. "Dropping examinations has resulted in generally more good than harm".

TABLE XXXXVI

42. "Have standards in Mathematics Risen, Stayed the same or Dropped"?

TABLE XXXXVII

43. "Have standards in English Risen, Stayed the same or Dropped"?

TABLE XXXXVIII

44. "Have standards in Social Studies Risen, Stayed the same or Dropped"?

TABLE XXXXIX

45. "Have standards in Sciences Risen, Stayed the same or Dropped"?

TABLE XXXXII

Frequency count of respondents by groups according to geographic areas.

N = 4253

	Students	Teachers	Principals	Supts.	Consultants	Trustees	Public
Zone 1	164	56	35	10	6	6	61
Zone 2	192	61	30	21	3	9	77
Zone 3	203	80	35	9	0	4	41
Zone 4	184	89	26	11	9	6	90
Zone 5	243	74	23	7	9	7	45
Zone 6	178	71	36	15	16	14	168
Edmonton	730	184	48	2	40 *	4	312
Calgary	277	72	23	2	6	2	227
TOTAL	2171	587	256	77	89	52	1021

* Includes zone 2 and 3, regional office participants who reside in the Edmonton area.

TABLE XXXXIII

"SINCE the examinations were dropped an "A" in one school doesn't mean the same as an "A" in another".

OPINIONS OF GROUPS (percentage count) ON REGIONAL BASIS

	Students	Teachers	Principals	Supts.	Consultants	Trustees	Public
Agree							
1	68	78	88	90	67	100	82
2	59	80	83	86	100	55	79
3	60	81	83	100	00	100	85
4	70	92	92	91	100	100	87
5	65	88	82	100	89	86	98
6	77	73	83	87	94	86	82
7	72	87	78	100	83	100	70
0	72	87	87	100	95	75	81
Undecided							
1	12	12	00	00	00	00	5
2	14	8	3	5	00	22	15
3	18	2	8	00	00	00	12
4	11	2	4	00	00	00	2
5	14	8	4	00	00	00	00
6	7	10	11	00	6	00	5
7	10	7	13	00	17	00	8
0	11	9	2	00	00	00	4
Disagree							
1	19	9	8	10	17	00	6
2	24	10	13	9	00	00	4
3	21	11	8	00	00	00	2
4	16	3	4	9	00	00	10
5	17	4	9	00	00	00	00
6	16	8	5	13	00	14	7
7	15	4	9	00	00	00	11
0	17	2	8	00	2	00	7

Regions

(0) Edmonton (7) Calgary (1-6) Regional Offices of Education Zones (Excluding the two cities)

TABLE XXXXIV

"Is the 'Quality of Education' better or worse now than five years ago?"

Opinions of Groups (percentage count) on Regional Basis.

	Students	Teachers	Pricipals	Supts.	Consultants	Trustees	Public
Better							
1	49	48	40	50	50	17	18
2	56	34	37	52	67	33	25
3	54	30	34	44	00	50	22
4	47	28	50	18	44	50	24
5	44	26	35	28	22	43	15
6	50	34	50	47	44	28	22
7	45	28	39	100	50	50	23
0	46	32	56	50	47	25	19
Worse							
1	39	37	43	30	33	67	62
2	29	36	30	38	33	44	64
3	27	44	43	33	00	50	68
4	30	55	35	54	33	50	65
5	29	49	39	71	44	14	64
6	36	41	25	40	37	43	60
7	27	43	39	00	50	00	51
0	34	48	31	00	27	00	58

Regions

(0) Edmonton
(7) Calgary
(1-6) Regional Offices of Education Zones
(Excluding the two cities)

TABLE XXXXV

"Dropping examinations has resulted in generally more good than harm".

OPINIONS OF GROUPS (percentage count) ON REGIONAL BASIS

	Students	Teachers	Principals	Supts.	Consultants	Trustees	Public
Agree							
1	46	39	31	40	33	00	15
2	55	44	33	48	67	44	21
3	56	32	37	33	00	25	7
4	50	29	50	9	33	00	24
5	47	42	43	14	22	57	18
6	48	48	55	47	19	29	27
7	55	40	56	50	33	50	31
0	60	34	48	00	35	25	27
Undecided							
1	30	30	23	10	33	33	18
2	24	26	23	19	00	11	14
3	24	25	28	22	00	50	22
4	35	19	11	27	22	33	13
5	30	22	30	43	11	14	11
6	28	18	11	33	31	7	16
7	27	28	4	50	17	00	10
0	22	27	8	50	30	25	16
Disagree							
1	21	28	43	50	17	67	59
2	15	24	33	33	33	44	62
3	16	36	31	44	00	25	71
4	10	47	38	54	44	67	59
5	16	32	26	43	44	14	69
6	22	28	30	20	44	64	53
7	12	28	39	00	50	50	47
0	14	32	42	50	35	25	48

Regions

(0) Edmonton (7) Calgary (1-6) Regional Offices of Education Zones (Excluding the two cities)

TABLE XXXXVI

"Have standards in Mathematics Risen,
Stayed the same or Dropped?"

Opinions of Groups (percentage count) on Regional Basis

	Students	Teachers	Principals	Supts.	Consultants	Trustees	Public
Risen							
1	35	27	17	30	17	17	29
2	38	21	17	24	33	33	30
3	40	14	26	11	00	25	19
4	29	18	15	18	11	00	20
5	33	17	13	14	22	43	53
6	44	18	28	20	6	21	24
7	46	3	30	50	17	50	26
0	38	17	21	00	17	25	25
Stayed the Same							
1	31	20	40	40	17	33	24
2	37	29	50	62	00	22	15
3	36	25	46	55	00	75	24
4	29	29	54	36	67	50	23
5	33	34	48	43	22	00	18
6	36	25	50	60	50	36	24
7	33	35	43	50	33	00	15
0	34	35	50	100	42	50	20
Dropped							
1	13	28	23	30	50	33	29
2	13	20	24	14	67	00	40
3	13	24	26	22	00	00	39
4	16	20	27	36	11	33	38
5	16	23	22	43	22	14	13
6	10	28	17	13	19	14	38
7	11	31	17	00	17	50	32
0	17	22	23	00	32	00	35

Regions

(0) Edmonton (7) Calgary (1-6) Regional Offices of Education Zones (Excluding the two cities)

TABLE XXXXVII

"Have standards in English Risen,
Stayed the same or Dropped"?

Opinions of groups (percentage count) on regional basis.

	Students	Teachers	Principals	Supts.	Consultants	Trustees	Public
Risen							
1	22	12	8	40	17	00	2
2	31	8	20	14	00	11	5
3	32	15	17	11	00	00	7
4	27	10	23	00	22	00	12
5	26	13	9	14	00	28	9
6	29	11	17	7	00	7	11
7	27	7	22	50	00	00	8
0	28	12	21	00	17	25	7
Stayed the Same							
1	46	16	31	40	50	17	24
2	45	24	47	43	00	33	10
3	43	11	26	44	00	75	7
4	33	21	23	36	33	00	19
5	32	20	35	00	11	00	7
6	39	24	53	40	37	28	24
7	34	18	26	00	50	00	13
0	36	14	27	50	22	25	19
Dropped							
1	20	50	46	20	17	83	47
2	15	39	30	43	100	44	65
3	17	52	46	44	00	25	68
4	22	52	54	54	44	83	59
5	26	43	43	71	67	43	71
6	26	44	25	53	44	50	56
7	26	43	48	00	17	100	57
0	27	53	42	50	52	25	59

Regions

(0) Edmonton (7) Calgary (1-6) Regional Offices of Education
Zones (Excluding the two cities)

TABLE XXXXVIII

"Have standards in Social Studies Risen,
Stayed the same or Dropped"?

Opinions of Groups (percentage count) on Regional Basis.

	Students	Teachers	Principals	Supts.	Consultants	Trustees	Public
Risen							
1	19	9	8	30	17	33	13
2	29	18	27	24	00	11	8
3	25	21	20	33	00	25	27
4	33	17	23	27	33	33	15
5	25	28	9	28	00	28	15
6	23	17	28	13	6	28	18
7	27	11	26	50	33	50	18
0	30	7	21	50	35	50	20
Stayed the Same							
1	34	21	31	20	17	17	38
2	39	23	37	49	33	33	28
3	49	24	37	44	00	50	7
4	29	24	35	27	33	33	48
5	37	19	35	00	11	28	20
6	48	32	36	47	50	21	29
7	44	22	39	50	17	50	28
0	42	23	27	00	22	00	29
Dropped							
1	24	36	46	30	33	33	20
2	19	29	30	24	33	22	41
3	13	21	40	22	00	25	46
4	13	36	35	36	33	33	18
5	15	28	35	71	44	14	35
6	20	25	30	40	25	36	35
7	11	30	26	00	17	00	19
0	14	39	42	50	30	25	26

Regions

(0) Edmonton (7) Calgary (1-6) Regional Offices of Education Zones (Excluding the two cities)

TABLE XXXXIX

"Have standards in Sciences Risen, Stayed the same or Dropped"?

Opinions of Groups (percentage count) on Rgeional Basis

	Students	Teachers	Principals	Supts.	Consultants	Trustees	Public
Risen							
1	38	23	26	30	17	17	34
2	36	21	40	9	00	33	44
3	35	16	43	22	00	25	34
4	33	22	19	27	33	50	39
5	32	31	22	57	22	43	49
6	37	28	28	33	12	36	30
7	46	12	48	50	33	100	36
0	47	21	27	00	30	25	37
Stayed the Same							
1	34	27	28	50	50	33	23
2	35	23	37	67	00	11	17
3	39	22	46	44	00	50	17
4	29	25	54	54	55	33	18
5	37	28	39	14	22	14	18
6	43	21	64	47	56	28	28
7	31	32	35	50	33	00	17
0	29	20	48	100	45	50	21
Dropped							
1	6	23	28	10	17	33	16
2	15	24	17	24	67	11	8
3	9	21	11	11	00	25	24
4	13	21	23	18	00	17	21
5	12	16	26	28	22	14	9
6	9	15	3	7	00	21	18
7	9	19	4	00	00	00	16
0	11	26	19	00	17	00	14

Regions

(0) Edmonton (7) Calgary (1-6) Regional Offices of Education Zones (Excluding the two cities)

GRADE 12 EXAMINATIONS STUDY

VOLUME II

WHAT OUGHT TO BE

PART I

AN AUDIT OF THE PUBLICS' PERCEPTIONS

SECTION I

RESULTS AND INTERPRETATIONS OF THE QUESTIONNAIRE SURVEY

Introduction

Having investigated the perceptions of various groups towards some of the consequences of dropping compulsory grade 12 examinations, the study went on to attempt to find out what the people thought should be done now.

This section discusses positions taken by the participants with respect to future practices in evaluation. The number of tables was kept to a minimum in order to enhance the readability of the text. The reader is referred to tables forming part of Appendix J, Volume II, for a complete summary of the computer print-outs.

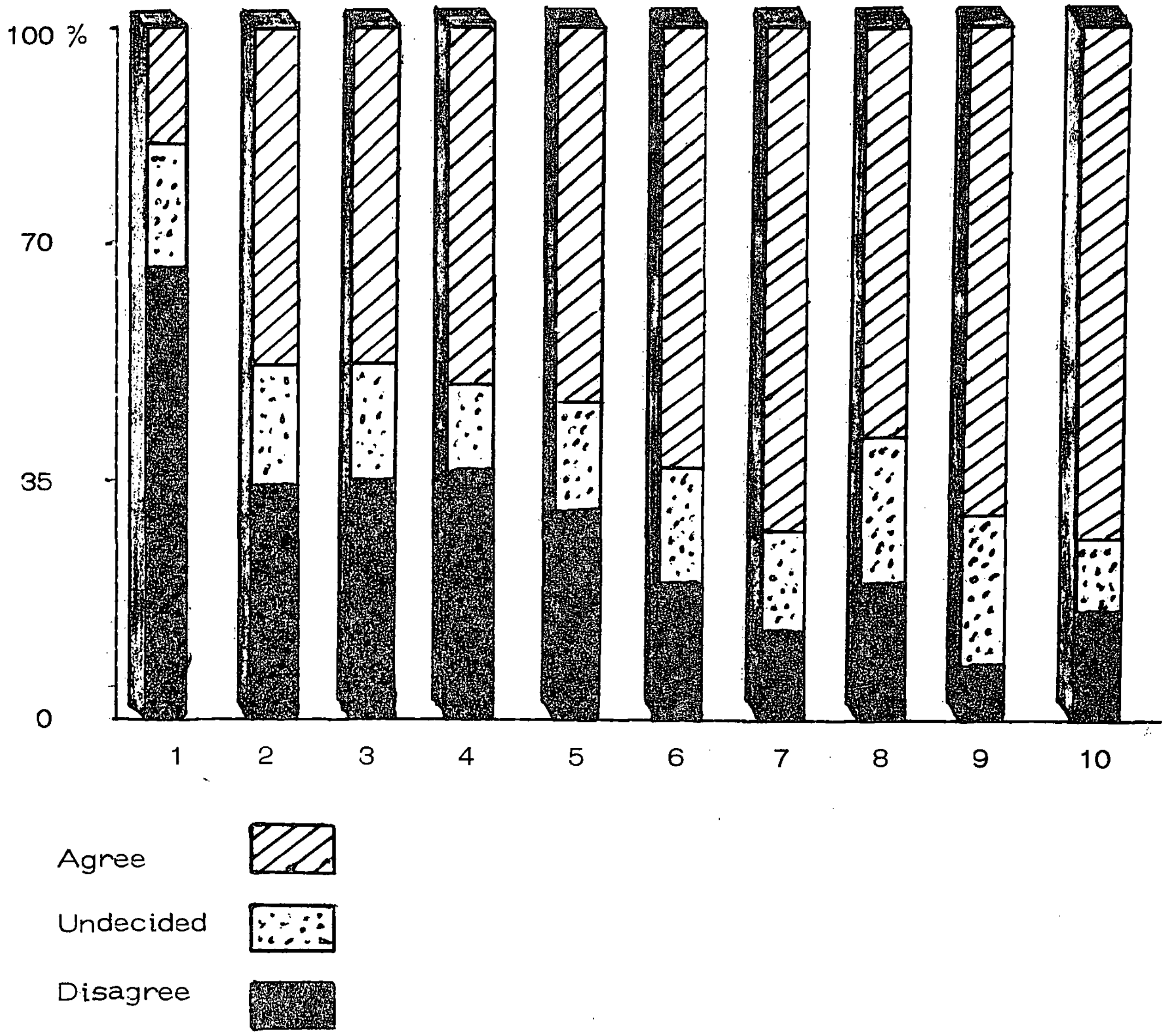
Should the provincial government bring back compulsory grade 12 examinations?

This was the central question of the "what do you think ought to happen" portion of the questionnaire.

As indicated in Table L for all groups, except for the teachers, principals and students, the majority of respondents thought that the departmental examinations should be reinstated. The percentages ran in the 70 percent range for the employer groups, and post secondary educators, about 60 percent for the public and trustees, and about 53 percent for education consultants. Forty-eight percent of respondents in the teacher and principal groups agreed with the return to compulsory examinations, whereas 34 percent and 15 percent respectively disagreed.

TABLE L

CHART SHOWING PERCENTAGE OF OPINIONS OF EACH SAMPLE GROUP ABOUT THE STATEMENT: "THE PROVINCIAL GOVERNMENT SHOULD BRING BACK COMPULSORY GRADE 12 EXAMINATIONS".



1. Students, 2. Teachers, 3. Principals, 4. Education Consultants, 5. Superintendents, 6. Trustees, 7. Post secondary school personnel, 8. Public at large, 9. Public sector employers, 10. Private sector employers.

Only 16 percent of the students agreed with bringing back the examinations, whereas 67 percent disagreed. Of some interest is the difference of opinion on the question between student, teacher and principal groups in Edmonton and Calgary and other areas of the province. As indicated in Table XXXXIII, appended to this report as Appendix C, student disagreement with the return of compulsory examinations ranged from 55 percent against in a rural area to 71 percent against in the city of Calgary. A similar difference of perceptions exist between principals in a large city and those in a rural area. The vote against ranged from a low of 27 percent of the principals in a rural area to 42 percent for the city of Edmonton principals. On the other hand, teachers from rural and small urban centre schools tended to oppose the return to compulsory examinations in a greater number than the city of Edmonton teachers.

In an effort to check the reliability of the general question, respondents were asked if they agreed or disagreed with the following statement, "there shouldn't be any change in the way students are currently being tested for achievement". As expected, more respondents in each group disagreed with this question than those who agreed with the idea that grade twelve examinations should be brought back, the reason being that bringing back grade twelve departmental examinations is only one of the many possible revisions that could be made. Except for the students, less that 20 percent of the respondents thought that the present system for testing for student achievement should be retained. In the student group 42 percent thought that it should be retained.

Before looking at alternatives, it is useful to look at two ideas that were presented to the respondents. Examinations are only one part of the evaluation system. The study hypothesized that there may be some organizational problems inherent in the present system that prevent parents, teachers and even students from being able to keep track of progress. The two suggestions were: (a) All schools should provide an information booklet to students and parents which includes a statement of objectives, course description, grading system and graduating requirements; (b) Teachers should provide students early in the year with course outlines and evaluation procedures to be used during the term. Over 80 percent of the respondents in each group agreed with the first suggestion, and over 90 percent agreed with the second. In fact, the actual number of respondents disagreeing with the second statement was exceptionally small. It is the only statement in the entire questionnaire to realize this level of consensus.

In looking at possible changes in student evaluation practices, the study tried to consider some alternatives to bringing back departmental examinations. Several suggestions were placed before the respondents, but they were not generally described as alternatives to the departmental examination. Consequently there may have been some confusion in the minds of those answering.

One thought that was posed was, "the provincial government should inspect schools periodically to determine whether they maintain acceptable standards of student achievement rather than bringing back compulsory grade 12 examinations". This statement was posed as an alternative to the examinations, and the results are reasonably consistent with the earlier ones. Only about 40 percent in each group responded favorably to this suggestion. (The students were the sole exception with 74 percent agreeing).

A second notion proposed was that "all students should develop a permanent portfolio of school work for each high school year so that parents, prospective employers and educational institutions beyond the high school level can judge performance". This idea was based on the portfolios that commercial artists, architects and photographers use. It was thought that it would be a way of assisting prospective employers to evaluate performance in all subjects, not just the examination ones. In addition it would emphasize to the student the importance of daily assignments. About 50 percent of the employers agreed with the suggestion, and about 30 percent disagreed. Only 24 percent of the post-secondary respondents agreed with the statement. For the other groups, the idea received between 40 and 50 percent endorsement.

One suggestion that did receive substantial support was the statement, "examinations for assessing the general achievement of students should measure both knowledge and attitudes". As most people in the measurement field will attest, this is more easily said than done. This may account for the lower proportions of teachers, principals and post - secondary educators who agreed with the statement (60 percent of the teachers, 45 percent of the post - secondary group). For other groups, the figures were above 70 percent.

If evaluation procedures are to be changed, it might imply that teachers should receive training in new procedures. In response to the statement, "teachers should be specifically trained to evaluate student achievement", about 70 to 80 percent of the respondents in each group replied in the affirmative.

One of the functions satisfied by the departmental examinations was selection. Post - secondary institutions as well as some employers used the examination results to select students for their programs or positions. Unfortunately, it is difficult for a single set of examinations to have the best predictive power for the variety of opportunities that face a high school graduate. Two suggestions were made in this line: (a) Educational institutions beyond the high school level should develop their own selection procedures for admitting candidates. (b) Schools should continue to certify student achievement levels for university entrance.

Over 60 percent of the teachers agreed with the first suggestion, whereas under 50 percent of the post - secondary and employer groups agreed with it. Clearly, acceptance of the suggestion would imply a considerable effort on the part of post-secondary institutions. The post-secondary group did not seem content with the second suggestion either, although 45 percent did agree to it in comparison to the 29 percent who disagreed. The teacher figures were very similar, For other groups the proportions were about 50 to 60 percent in favor.

If compulsory departmental examinations were re - introduced how should they be used ?

There are many functions that the departmental examinations could be called upon to serve. The study felt that if it were decided to bring back compulsory examinations in some form, those making the decision might find some additional information useful. Thus it appeared logical to ask the respondents to react to statements about some purposes that these examinations might serve. Consequently, the section on reintroduction of examinations was included.

One alternative suggested was that the departmental examinations should be used to determine the entire mark in a course. However, about 80 to 90 percent of the respondents in each group thought that if the examinations were reintroduced, they should be used only for part of the course mark. When asked what portion of the course mark would be appropriate, the most popular figure was 50 percent. In most groups, about 50 percent of the respondents voted for 50 percent.

It has been suggested by some people that departmental examination scores could be used to provide feedback to the teachers, and would have no other use. Although the statement was not clearly spelled out, in most of the groups, over 70 percent of the respondents disagreed with it. Within the teacher group, 22 percent agreed with the suggestion.

It was intended that one alternative indicate that the results be used for student self guidance only. Unfortunately, the alternative that appeared omitted the "only". As a result it is difficult to interpret the responses that were received. About 50 percent of the respondents agreed with the statement as it appeared perhaps indicating that most respondents assumed that the statement was meant to indicate that student self guidance was in addition to other functions.

Between 70 and 80 percent of the respondents in most groups thought that one function that the departmental examinations could serve if they were reintroduced would be to establish expected provincial achievement levels in each subject. Only 60 percent of the principals agreed with this suggestion, and for the students, only 43 percent agreed.

The suggestion that the examinations be used for appeals by students who were dissatisfied with the mark assigned by the teacher was meant to imply a system that is currently in use. Since this was not clearly stated, it is difficult to interpret the 60 percent agreement in each of the groups (except for the post - secondary group where the proportion was 34 percent).

The final suggestion was that the grade twelve examinations could be used for university entrance only. Less than 20 percent in each group agreed with the suggestion.

Summary

In combining the results of both parts of the study, it seems that the "non - educationist" groups would like to see the return of the compulsory departmental examinations. Most would appear to prefer a system that involved a mixture of teacher marks and departmental marks. If such a move were taken by the department, it seems clear that sole reliance on the multiple choice format would not find favor with these groups. Also, careful thought would have to be given to the non - examination subjects so that they would not be sacrificed. Some provision for local flexibility would appear necessary. Also, there is strong support from all fronts for the need for specifying the curriculum objectives and evaluation procedures before the students get too far into the course. Teachers, principals, and to some extent other educators who are somewhat removed from the classroom, are less enthusiastic than the other groups surveyed about a return to a compulsory departmental examination system. To some readers, this may seem self-serving. However, the teachers were deeply involved in all aspects of the former departmental examinations, and were probably the only group who had first hand experience with the inadequacies of the system. Also, the pendulum of opinion swings back and forth, and it often happens that the school and especially the teacher is constantly called upon to adjust teaching styles to meet the current opinion. Possibly this leaves some teachers with a pessimism about simple solutions to complex problems.

The withdrawal of the grade 12 examinations was one of many "innovations" that hit the educational system at about the same time. Also lifestyles have changed, and perhaps even the students are different from those of the sixties. Bringing back the departmental examinations will not bring back the good old days that many of us remember. If the examinations are to be returned, there should be a careful spelling out of what they are supposed to do and a detailed evaluation to determine whether or not they are doing it.

RESULTS AND INTERPRETATIONS OF THE INTERVIEWS CONDUCTED

Introduction

This section presents a summary of positions taken by interviewees with respect to future practices in student evaluation. A previous section in Volume I discussed what the interviewed respondents "thought had happened" to the quality of education since compulsory departmental examinations were dropped.

While the study decided to include as part of its opinion survey, several questions on what ought to be done about grade 12 student evaluation, it was intended that the answers to such questions be used as guidelines for recommendations rather than comprise the recommendation themselves. This decision was taken because ultimately there has to be some serious consideration of the weight of facts as well as opinions. Where facts do not substantiate or where they flatly contradict opinion, facts must weigh heavily in the balance.

During the 29 interviews conducted as part of the Grade 12 perceptions study a number of questions in the "ought" series were discussed in detail. The nature of the inquiries varied in the interviews depending on the survey question and the kinds of responses the person interviewed had given when filling out the questionnaire. At times, such as with the question; "the provincial government should bring back compulsory grade 12 examinations" the interviewers asked for the reasons the interviewees had for their answer. Persons who had answered "agree" with the statements were asked what form they think an inspection system should take. Persons not agreeing were not asked directly to comment, but many explained why they disagreed with the inspection concept. With the question; "teachers should be specifically trained to evaluate student achievement" interviewees were asked how they had interpreted the question, not how they had answered. As with the "what has happened" part of the survey, interviewees were invited to speak freely on any item of interest to them as well as directly address those items for which the study wished additional information from the interviewees regarding their answers and their interpretations of some items.

Limitations

It is worth stressing again that in consideration of the responses reported here, readers should note that research theory says that about thirty interviews are a satisfactory overall check on responses to a questionnaire. However, when the respondents are subdivided into various categories as was done for this study, the total of thirty is not sufficient for confidently making general statements about any one category. Thus the data gathered from the interviewees are not treated by the interviewees' groups. Responses are treated only as part of the information gathered from the total of twenty - nine interviews and are reliable only in terms of the representativeness that those twenty - nine have for the total population willing to be interviewed. Further, no valid assumption can be made about the relationship of this data to the responses of the people who were not willing to be interviewed.

What do you think ought to happen?

The following text reports interviewees comments on the "what ought to happen in student evaluation from now on" series of statements.

"The provincial government should bring back compulsory grade 12 examinations".

As indicated in the following table, the 29 interviewees were fairly evenly divided on this issue, whereas the total adult population were more enthusiastic about the return to a compulsory examination system.

TABLE LI

COMPULSORY EXAMINATIONS
SHOULD BE BROUGHT BACK

Frequency counts of total adult respondents
compared to interviewee population

	Agree	Undecided	Disagree
Total adult respondents	1290	277	622
Interviewee population	13	3	13

In cross checking each individual's answer to the statement about bringing back examinations with the question on "quality of education being better or worse", it was found that a consistent pattern was evident. Eleven of the 13 persons who want examinations brought back think that the quality of education is generally worse now. A cross tabulation of answers to these two statements by all adult respondents reflects the same pattern. As shown on Table LII, of the 1290 respondents categorized as non - student participants who agreed with the return of compulsory examinations, 1102 said that the quality of education is worse now than five years ago.

TABLE LII

CROSS CHECK OF RESPONDENT ANSWERS TO THE QUESTION ON "QUALITY OF EDUCATION NOW" AND TO THE STATEMENT THAT "COMPULSORY EXAMINATIONS SHOULD BE BROUGHT BACK".

Frequency count of total adult respondents compared to interviewee population (percentage).

	Interviewee	Total adult Respondents
agreed to "return to compulsory examinations"	13 (45)	1290 (56)
said that "quality of education is worse"	11 (85)	1102 (85)
disagreed to "return of compulsory examinations"	13 (45)	622 (46)
said that "quality of education is better"	10 (77)	503 (81)

All 13 interviewees who did not want a return to compulsory examinations answered "Agree" or "Strongly Agree" to having some form of school inspection system instead. A person might have logically disagreed with both examinations and inspections since there is no requirement in terms of the wording of the items that those disagreeing with examinations must automatically agree with inspections. Of ~~all~~ 13 persons who favored a return to examinations, eight marked "Disagree" or "Strongly ~~Agree~~ Disagree" to the "school inspection" statement. These would appear to be logical choices considering the inclusion of the words "rather than" in this statement. However, three persons marked "Undecided" and two persons who marked "Agree" indicated that they thought inspections should be conducted even if examinations were reinstituted. The interviewees tended to blend together the statements concerning limitations of multiple choice tests, reinstituting compulsory examinations and having a school inspection system rather than compulsory examinations.

In brief, judging from the comments to several other items on the survey questionnaire, interviewees opposed to compulsory examinations are either satisfied that the quality of education is better now than before and so examinations are not needed, or that whatever problems exist cannot be resolved or may even be made worse by returning to compulsory examinations. The respondents who want to return to the examinations, generally speaking are dissatisfied with the absence of a provincial standard, regard student motivation as inadequate, grades as inflated, the curriculum as too free, and the quality of education as worse now than five years ago.

TABLE LIII

STATEMENTS MADE BY THE INTERVIEWEES WHO WERE OPPOSED TO RETURN OF COMPULSORY EXAMINATIONS.

Reason	Number of Respondents
The tests rigidify the curriculum by eliminating optional units, special studies, and local curriculum development - none of which can be tested provincially.	3
The tests are irrelevant to what is actually taught.	3
The tests focus motivation on passing examinations, not on gaining long term knowledge.	3
Examinations require putting too many eggs in one basket - fail one test and you fail the course	2
The tests ignore oral, listening, other skills not testable through paper and pencil tests.	2
The tests are inadequate motivators.	1
People rely too much on the tests as predictors of success in life.	1
The tests rigidify and compartmentalize knowledge so that students get the wrong idea about the process of learning.	1

TABLE LIV

STATEMENTS MADE BY THE INTERVIEWEES WHO WERE IN FAVOR OF RETURN OF COMPULSORY EXAMINATIONS

Reason	Number of Respondents
Should reestablish along with grade 9 examinations.	3
Gives experience in working under pressure.	2
Need standardized external control for students leaving school.	2
Do in conjunction with other provinces with similar conditions, e.g., Saskatchewan.	2
Standards have dropped.	1
A means to prod teachers.	1
Motivation for students.	1
Teachers too subjective in judgements.	1
Teachers less confident than in 1973 about evaluating students.	1
Should at least look at testing provincially.	1
Do as part of item bank testing program.	1
Do only if in proper format and process oriented.	1

> *The provincial government should inspect schools periodically to determine whether they maintain acceptable standards of achievement rather than bring back compulsory grade 12 examinations.*

As previously mentioned all 13 interviewees who did not want a return to compulsory examinations answered "agree" or "strongly agree" to the above statement. Two persons who want compulsory examinations also answered that they want an inspection system even though the "rather than" section of the statement would appear to rule out answering "agree" to both items. These two persons effectively crossed out "rather than" because of the feeling that inspections ought to be conducted along with examinations. Altogether, among the 29 persons interviewed, 16 answered "agree" or "strongly agree", nine marked "disagree" or "strongly disagree", three marked "undecided", and one gave no answer. The 16 persons in favor of an inspection system were asked what form they regard as acceptable for such a system. Eleven of the 16 had the following comments to make:

> "Inspections should be in the form of Achievement Tests or Canada Skills tests, to see if students are learning it well. Don't inspect the school or the teachers; this will turn up in these test results. If there is a problem, call in a human person to work it out". (Member of public)

> "Inspectors should investigate from grades 1 - 12. They should visit four times a year to check each student's work and progress. It's a full - time job. Hire enough of them and rotate them so that everyone will be on their toes. Go back to the basics, start students on the right foot so that they get more knowledge earlier and can be streamed earlier into vocations or other directions". (Member of public)

"Assess through use of regional office people of the Department of Education. This should be an assessment at school level of the program, personnel, marking etc. One inspection of 3 - 4 days yearly would be best, with a service orientation or function as first objective. Denial of accreditation would be the last resort if the service assistance fails". (Principal)

"Give standardized power tests in basic subjects at selected grade levels". (Central office official)

"Not a matter of bringing in the old inspection system; should be more of an introspection by teachers themselves. Government should take a facilitative role with sabbaticals, exchanges in teachers' classrooms to share insights, techniques, and so on". (Service receiver)

"Not in favor of old type of system where a superintendent accuses you of being one day behind in the lesson timetable; the provincial government does and will have access to the school". (Teacher)

"Not keen on inspection if it means observation for one class period; it tells little except regarding planning, not actual teaching or student learning". (Teacher)

"Who, how and how often? Should be infrequent maybe every 4 - 5 years. Ontario had an ugly system until about 1969, and then became collegial, informative about what other teachers are doing, and relatively informal. Inspection should not use an outside group; approach it like the Bay approaches its inventory: draw up for (a) benefit of people at large, (b) benefit of the staff and administration - the administrators need to talk to their colleagues in administration too. Emphasize quiet trouble-shooting and evaluation rather than inspection". (Teacher)

"It has a morale building aspect through visits to your classroom; often the problem is that those higher up have too much confidence in you and never come to see what's going on. There is a possible buffering effect when another agency is involved, but inspection would have to be more than the old blitz that used to take place and which focussed on many useless aspect. The outside inspection

> did allow for a review by a person not answerable to your direct employer, and sometimes the inspector could raise questions about the adequacy of the facilities, such as the quality of the blackboards, their positioning, the availability of books. Although peripheral to teacher inspection, there are live issues that we don't get much help on anymore". (Teacher)
>
> "Use an accreditation procedure supported by some type of quality control examinations which would provide benchmarks; however I doubt the new High School Achievement Tests are sufficient for this purpose. Use regional office persons for school visits of 4 days or more to conduct evaluation of program, administration, student activities, school organization and so on, as the offices do now on invitation. But add some kind of testing program involving skills and benchmarks which can be discussed with the school staff". (Principal)
>
> "Don't do in terms of curriculum; perhaps look at quality of instruction in terms of methodology. Such evaluation is a way of knowing what is going on in a department, so probably should be done internally by the department head. Inspection should be done regardless of whether there are compulsory provincial examinations". (Teacher)

The nine persons against inspection and the four who had marked "undecided" or had not answered at all were invited to give reasons for their answers. The reasons given are:

Those against inspections.

> "Would answer "Strongly Agree" if combined with compulsory examinations". (Principal)
>
> "An inspector visiting a classroom for a day proves nothing; the teacher merely performs or makes the work easier so everybody looks good". (Member of public)
>
> "Some inspectors weren't any good, others were more helpful. Some misused your report of your own weaknesses when the inspector was supposed to be consulting, not inspecting. There were some phony reports filed on people who weren't even inspected. You can tell a really bad teacher, but who is to say among many

> valid teaching styles, and we still had bad teaching even with inspection. We should have supervision from regional staff, but not inspection". (Principal)
>
> "I have seen 10 minute inspections and was unimpressed with the effort. How do you train the inspector and how often does he inspect. Even a school this size would take a 3-day effort from a well trained group". (Teacher)
>
> "Use regional office staffs to develop examinations for local use; not useful for the staffs to visit the schools - even a week spent by a good team produces little, and if the system is to be supplementary to bench mark testing, why not just use the tests"? (Central office official)

Those undecided (including one who checked no answer at all).

> "Too threatening to inspect and reinstitute grade 12 examinations, and I prefer the latter. The province should do a lot of inspection anyway, although sporadic inspection is not all that useful. It is kind of phony with an outsider, but department heads are not doing the job either - probably for reasons of local politics". (Teacher)
>
> "How valid and reliable when there are so many variables involved? You can go beyond paper and pencil tests but there are great difficulties for the persons who would have to do the inspections". (Central office official)

The other undecided persons did not elaborate on their answers to the questionnaire item.

There shouldn't be any change in the way
students are presently tested for achievement.

Interviewees were invited to comment on their answers to the above statement, and the five who had agreed with this item were specifically asked to comment. (Of the 29 interviewees, five agreed with the item, 16 disagreed, seven were undecided, and one wrote "don't know"). Since all five interviewees who agreed with the item also favor an inspection system, these persons were asked about the consistency of their responses. Four replied and indicated that they do not think of an inspection system as more than a support service to teachers. Teachers should retain the power to evaluate students. These five interviewees all opposed a return to compulsory examinations and answered the statement with the opposition in mind. However, all expect a certain amount of "natural change" as teachers adjust their evaluation procedures as local conditions warrant.

Twelve other interviewees took the opportunity to discuss the statement. Seven of these disagreed that there shouldn't be any change in the way students are presently being evaluated. The following reasons were given, with each person giving one major reason.

Reason	Number of interviewees
Teachers always need to change to improve procedures - it was the departmental that was static.	2
Teachers need to use more criterion-referenced tests.	1
Should use more process oriented approaches.	1
Need to test better the broad areas of content, transfer of concepts, development of writing style.	1
Use bench marks but keep local control of use of scores.	1
Answered in terms favoring a return to 50/50 departmentals.	1

The five respondents who marked "undecided" made comments revealing some uncertainty and some proposals:

> "Dont't know if changes are likely locally when class sizes mean that few essays are given, but maybe there could be a centre for marking and teachers, perhaps voluntarily, could send essays to it about mid year for advice from post-secondary educational officials". (Teacher)
>
> "Departmentals deserved to go because of their form, but their loss did leave a gap in student and teacher motivation; standards have dropped but I don't know what the answer is". (Teacher)
>
> "Methods used locally at present would be alright if used in combination with a departmental". (Member of public)
>
> "Don't be static; teachers should always keep their flexibility". (Teacher)
>
> "Standardize practices across country to a 50/50 teacher/departmental split on an experimental basis. Be flexible, exchange views with elsewhere, especially Europe. Involve parents more and expand parent-teacher interview by adding a questionnaire parents could send to an inspection authority without fear of reprisal". (Member of public)

Teachers should be specifically trained to evaluate student achievement.

The study was interested in determining if the persons responding to this item think that universities currently provide such training. Of the 29 interviewees, 25 had agreed with the above statement. Twenty-four of the interviewees gave further comments when asked about the implications of their original answer on the questionnaire item. The responses are given below.

Response	Number of interviewees
Universities not doing well at training how to evaluate.	10

Response	Number of interviewees
Most teachers not trained.	5
Older teachers don't have formal training in newer techniques of evaluation.	2
Training not as important as personal factors of teacher influencing and enabling competency.	2
Need to focus on techniques of questioning, not making multiple-choice examinations.	1
Question how specific and valuable such training can be anyway.	1
Don't know.	1
Didn't occur to me that universities wouldn't be doing it.	1
More important that teachers be competent in teaching their subjects than in evaluation.	1

Examinations for assessing the general achievement of students should measure both knowledge and attitude.

Interviewees were asked to elaborate on their answers. For instance, what attitudes can and should be measured, and how could they be measured? Of the 29 interviewees, 19 agreed, five disagreed and five were undecided.

The 19 persons agreeing offered the following comments about evaluating attitudes:

> "Evaluate participation, behaviour, but not through a paper and pencil test". (Member of public)
>
> "Hard to measure - we just teach by example and it works". (Central office official)

"Assess by observation and interview". (Service receiver)

"Assess by hard work, behaviour". (Member of public)

"Assess by willingness to do things, feeling a purpose in learning, working to potential, good work equals good attitudes; but how to measure"? (Member of public)

"Hard work, attitudes toward life - but can't do through an examination". (Service receiver)

"Teacher can do as one aspect of his part of 50/50 system". (Principal)

"Check work habits, attitude to school in general; check weekly work progress and send report to parents". (Member of public)

"Teacher could use a checklist; paper and pencil tests weak re: attitudes". (Central office official)

"Achievement and attitude go together, but how to evaluate"? (Principal)

"Classroom teachers best at assessing this, not paper and pencil tests". (Teacher)

"Observation is one of the methods, but which attitudes are to be assessed? The ones about work"? (Central office official)

"You get a feeling about a school or a class, but it doesn't come from some particular subject itself". (Principal)

"Attend school sensibly, budget time, turn in assignments - but you offer rewards such as time off, games, other things, not actually give a mark for attitude". (Teacher)

"You should be assessing an attitude towards learning in general, but usually all you see is learning in particular subject. Which broad goals should you measure, and how? We have enough trouble measuring achievement or else you wouldn't be doing this study". (Teacher)

"There is no way to do it now with an examination, but you don't need a test in the usual sense. You can consider attitudes as part of a whole production, such as in drama". (Teacher)

> "Some instrument may be possible". (Principal)

> "Attitude and values tests aren't very authentic - kids soon learn to give the answers which please the authorities. Thinking in terms of social studies, we should strive for creation of opinions based on fact. Just because the idea is your own doesn't make it automatically good" (Teacher)

The five interviewees who disagreed made these comments:

> "Impossible to measure attitudes - they are merely opinions. For example, political sway could influence grades of a dissenting student. We should only measure knowledge; the rest will work itself out". (Member of public)

> "All we can do is measure skills". (Member of public)

> "Very difficult to assess attitudes objectively. In guidance students write on the basis of their experience, and their attitudes are valid on that basis. We try to show that broader experience broadens attitudes. We don't use the information for marks". (Principal)

> "Not through multiple-choice examinations. Short-answer and essay questions would allow for teacher interpretation of student attitudes, but you are stuck with teacher's bias". (Member of public)

The undecided interviewees had the following comments to make:

> "Can't see how to measure them". (Member of public)

> "How and why? I'd rather generate a love of learning than assess it". (Teacher)

> "I cannot believe that a standardized test could tell us what kind of citizen someone is going to be in later life, such as the basis upon which they would vote". (Teacher)

> "I don't agree with colleagues who mark on attitude towards school and subject. What needs to be assessed is the emotional logic of the way in which a student approaches mastery of a skill or task, not the question of whether he likes something". (Teacher)

"Education institutions beyond high school level should develop their own selection procedures for admitting candidates."

"Schools should continue to certify student achievement levels for university entrance."

Interviewees were asked to consider the above statements jointly and to comment on the tension between high school certification of students for further education, and the post-secondary institutions' wish to control their own selection procedures.

Twenty-five persons interviewed provided the following comments regarding these two issues:

Universities should accept the professional judgement of the high school staff about the student's achievement.	8
Selection should be a joint responsibility of the high school and the receiving institution.	5
High schools cannot dictate what students the universities should admit.	3
Universities no longer trust high school marks.	3
High school marks do not specify actual levels of achievement.	2
Universities shut out too many people, should learn to take the students from where they are at.	2
Use the departmentals for selection and give diagnostic tests for placement after selection.	1

The Study had made a distinction between certification of high school achievement and selection to post secondary education relative to the functions of examinations. The interview results would indicate that this was not a distinction that interviewees made. For most people interviewed it appeared that certification of achievement and post secondary admission are viewed as part of the same process.

Uses of departmental examinations and possible weightings of the scores if the compulsory examinations were re-introduced.

Interviewees were asked to comment on areas which they thought were confusing regarding purposes of examinations. All but three interviewees favor using the departmentals as "part" of the mark "if" reintroduced. Two want the departmentals to count 100 percent if reintroduced, but one of these is undecided about reintroduction; the other is in favor. One refused to accept the tests' use for any part of the student's mark. Interviewees differed as to whether they had interpreted statement on purposes of examinations as a sort of smorgasbord from which any or all items could be chosen or whether they had regarded some of the items as excluding further choices if selected. For instance, the "feedback to teachers" only statement and " university entrance" only statement each by their wording appear to exclude agreement with any other statement if the interviewee agrees with either one of them. At least the use of the word "only" in each statement would appear to make it exclusive. Eleven interviewees agreed with either both statements plus one or more other purpose statements. Although ten of these interviewees were not questioned about this apparent inconsistency, it may be assured from the comments of several others that the ten persons had treated the list as a smorgasbord. Three of the interviewees pointed out that they had done so although only one had checked one of the "only" responses plus another statement on the list.

For the statement: "examinations should be used by the students as an appeal of a mark assigned by the teacher", 22 interviewees had agreed, two had disagreed, four were undecided and one gave no answer. (It should be noted that appeal examinations are presently available to students' in as many as seven subjects at the grade 12 level). During the interviews, some interviewees gave reasons for their answers or lack of an answer. The person who had not answered the item indicated that although there must be an appeals procedure, there are other, better ways for handling appeals than using a departmental examination. The other persons who commented all agreed with the idea of an appeal examination, but had additional observations:

> "Appeal exam not reliable in pressure situation". (Member of public)
>
> "Essential as way to overcome teacher bias". (Member of public)
>
> "Make students aware of these at beginning of year". (Member of public)
>
> "Students are accepting teacher-assigned marks here". (Teacher)
>
> "Better if the student has a risk of doing less well on the appeal exam and having the score counted instead of the present system of counting whichever is higher". (Teacher)

> "Few are appealing, and some of those are not really 'appealing' the teacher's mark, just trying to raise their score". (Principal)
>
> "Some appeal, but usually get close to the teacher's mark". (Principal)
>
> "We are using the current provisions, but students who score low on the appeals tests claim they are improperly taught". (Teacher)
>
> "The student gets to see what he is from another angle; it's a counter to local bias and parochialism in small high schools". (Central office official)

All the school principals and superintendents visited by the interviewers had made students aware of the provincial and local appeals procedures. Some schools visited post notices or distribute them to the students. In one school the students are all given the appeal form itself in case any wish to apply. In two cases teacher respondents rather than principals mentioned the publicizing of local and provincial appeals procedures.

Summary

The interview format was structured to perform a validation function, as well as to determine;(a) whether the questions were clear to the respondents, (b) whether the respondents had additional ideas regarding what ought to happen now in student evaluation, and (c) what reasons respondents had for their answers to key questions.

Generally the findings gleaned from personal interviews support the information gathered from all non-student respondents through the questionnaire. As well, comments made by the interviewees are thematically the same as those made by the total population.

Interviewees as a group want to see some change effected in the way grade 12 students are presently being evaluated. The "non-educational" group would like to see a return to some type of external examination scheme, but would prefer a system that involved a mixture of teacher marks and government examination marks. If such a move were taken, these interviewees would object to the sole reliance on the multiple choice format.

Finally, the interview results validate the questionnaire finding that the large majority of the people who want to see a return to compulsory examinations perceived that the quality of education is worse today than five years ago. Generally speaking, those interviewees who want to return to the "old system" of examinations are dissatisfied with provincial standards, regard student motivation as inadequate, grades as inflated and the curriculum too free. Those opposed to compulsory examinations think that whatever problems exist cannot be resolved, or may be made worse by returning to departmentals.

EXEMPLARS

Literally thousands of written comments to open - ended items, and to the questions addressed by the survey instrument were classified according to respondent groups and two general questions. In this volume of the report, both exemplary and particularly illuminating and unique statements were selected which addressed the "WHAT OUGHT TO BE " question of the study. The list of those statements classified as responding to the " WHAT IS " question of the study are included in Volume I of this report.

While each of the exemplars which follow was chosen as carefully as possible, no one statement can possibly represent all of the ideas expressed. However, the comments selected representing, where possible, both " sides of the coin " are typical responses of members of the group, and along with those selected for inclusion in Appendix C should provide the reader with a credible sample of what participants "had to say". Fully two - thirds of those who chose to participate in the survey were actively engaged in education, Some as clients (students) and others employed by or were elected officials of an educational delivery system. Slightly less than one - third were "consumers" of the educational "product". Except for making a few corrections in spelling where it was thought that this would improve understanding of the sentiment expressed, the statements are verbatim. Further detail describing the method employed to classify the responses is found in the TECHNICAL REPORT, which also includes the full text of all comments made.

WHAT OUGHT TO BE

What should be done to evaluate grade 12 student achievement in Alberta ?

. . . .

School Trustees

"Post - secondary institutions should be free to set their own selection procedures. The schools should continue to certify that in their professional opinion a student is, or is not, likely to succeed at the university level".

"The tests should be carried out for the student. What the student used the results for would depend on the student. The teacher, or an independent body, could eveluate the test for the students satisfaction. The university could still have entrance exams if necessary".

Members of the Public

"Bring back compulsory examinations in all subjects and with each student's examinations a report from teachers indicating his over - all study habits and attitudes in the learning process. I think exams are an essential part of education: trial by fire, if you like ".

"Department exams would necessitate a return to a restricted, confined program in every subject. To this, I am (as a teacher) strongly opposed! Today's society, and child, demands, and deserves, a lot more from an educational system".

School Superintendents

"Our main purpose is not to provide "feed" for the university "mill". Let them tell us what they want and we will see if we can accommodate them. It should not be the other way around".

"The Provincial Government should bring back compulsory grade 12 examinations worth 50 percent of the final grade".

School Teachers

> "Departmental exam should be reinstated, put more stress on students and less on teachers. Why did teachers want the departmental exam abolished "?

> " Compulsory exams yes, but for their diagnostic and comparison value and not to assigning a final mark without consideration of year's work etc ".

Students

> " I am positively for the renewal of the examinations. Different teachers may mark one student completely different. Examinations also help to curb teachers "emotional" marking ".

> " Should not be brought back but an emphasis on marks and high grades should be put forward. YOU ARE WHAT YOU WANT TO BE. I would not want departmentals to come back into our system of education ".

School Principals

> " I am not in favor of returning to "Departmentals" but would very much like to see optional exams provided by the Department of Education for use by the schools as they see fit ".

> " The Provincial Government should bring back compulsory grade 12 examinations and inspect schools regularly. If the Provincial Government does not reinstate departmental examinations then post - secondary institutions should develop their own admitting procedures ".

Education Consultants

> " The Provincial Government should inspect schools regularly to determine whether acceptable standards of student achievement are maintained. There should be standard tests of achievement which a teacher can use in assessing his/her students. It might be useful to know how his/her students compare with a standard group. But the ultimate question is not "how do they compare" but, given their potential, how would you expect them to compare " ?

> " Exams should be brought back but not as the only way to pass grade 12. Your year's work should count 50 - 50. Every effort should be made, if provincial examinations are implemented, to make these exams as valid as possible including some measurement of the ability of students to write competently ".

Post Secondary School Personnel

> " Departmental examinations should be available for schools which opt to make use of them ".
>
> " Some standardized achievement tests could be provided to schools to assist the teachers in evaluating achievement. One or two general field type exams (perhaps of an integrated nature) might be set at provincial level to supplement the teacher evaluation ".

Employers (Public Sector)

> " There should be departmentals that a student should be able to write as an option or a teacher may require of a class as an option. Also there should be spot administering of departmentals for statistical purposes, but generally the option should be open for teacher administered evaluation procedures. There should be much continuing inservice on curriculum development and evaluation procedures for teachers conducted largely by teachers ".
>
> " More inspection of schools' standards and of teachers' abilities to motivate as well as bringing back examinations ".

Employers (Private Sector)

> " Grade 12's should be given final examinations for each subject, and graded upon their individual results. Slight comparisons can be made and an average established without reaching a level where a biased opinion is made for or against each student ".
>
> " Schools should be inspected to see that high standards are maintained ".

What types of examinations and what purpose they might serve ?

……

School Trustee

" I believe in a departmental exam, but it should only control 40 percent of actual marks, the 60 percent should represent the students full course time effort ".

Member of the Public

" The final exam results should make up 25 percent of the total to determine a student's pass or failure only if the remaining 75 percent is governed by a strict code. No opportunity should be available for unsuitable teachers or lax students. A system of governmental monitoring of schools should also be enforced to ensure a reasonable standard of instruction and course content is followed from city to city, town to town, and province to province. I firmly believe that with the present rapid changes in family movement that our forefathers erred in allowing provinces to regulate education under the B.N.A. Act ".

School Superintendent

" Exam results can be used by post - secondary institutions and employers ".

School Teacher

" I would like to know where my students are in relation to others, but the mark should only count one - quarter of final mark. (However, if the exams are only multiple choice, I am against them) ".

Student

" Departmentals are good to give student some sort of standing to see how he's doing with the rest of Alberta, but should not be used for marks".

School Principal

" Compulsory exams should serve as a minimum acceptable educational standard recognized by all employers and universities. It should serve to reestablish confidence in the product delivered by high schools in Alberta ".

Education Consultant

" Employment references only, a part of the students portfolio of "work" , a students responsibility to themselves ".

Post Secondary School Personnel

" Bring them back and ulitize them as a means of furthering student learning and his or her achievement against stated objectives but not as a competitive enterprise engendering rivalry amongst students, teachers and schools ".

Employer (Public Sector)

" Final examinations should account for only 50 percent of year's work " .

Employer (Private Sector)

" Departmental exams worthwhile on their own, not just for university entrance ".

GRADE 12 EXAMINATIONS STUDY

VOLUME II

PART II

STUDY CONCLUSIONS AND RECOMMENDATIONS

SECTION I

STUDY CONCLUSIONS and COMMENTARY by STUDY STEERING COMMITTEE

Study conclusions

There is no easy answer to a question as complex as that posed by the Legislative Assembly, since part of the answer depends on which concept of "quality" one has in mind. Implicit in the question is the notion that it might be restated as "all things being equal", has there been a change in student achievement caused by the withdrawal of compulsory departmental examinations? Of course all other things cannot be equal. There have been many changes in society in general, and in the educational scene in particular that could have affected student achievement. Some of these changes would include changes in curriculum, changes in the pool of knowledge and changes in life style. To isolate the effects of examination withdrawal is an impossible task.

IF "quality of education" means the amount that students know, or their abilities to reason or create, then the Study concludes from available data that the question cannot be answered. No data exists upon which a valid comparison can be made. Within the short period available the Study was unable to administer copies of examinations which would represent the content covered by examinations administered by the department. Indeed, there is some doubt that such examinations would provide a fair comparison in view of changes in curriculum that have taken place.

IF "quality of education" means standards of student achievement, then the Study finds that an answer can be attempted. Taking the narrow definition of standard of achievement as a letter grade A, B, C, D, F, performance rating or pass versus fail, and assuming that the inherent level of ability of Alberta students remains about the same from one year to the next, it is the Study's conclusion that in most school districts and in most subjects, relatively more "A" grades are awarded now than prior to the withdrawal of compulsory departmental examinations. In other words, one of the consequences of the withdrawal of departmental examinations has been "grade inflation".

IF "quality of education" is taken to mean the perceptions of people in Alberta about the "quality of education", the Study finds that changes in the "quality of education" have taken place. It appears that most Albertans think that there has been a reduction in student effort, an increase in the opportunity to adapt curriculum to local needs, an increase in professional freedom and responsibility, a general decrease in the level of achievement and a reduction in comparability of grading practices. However, although the majority of Albertans appear to perceive that "quality of education" has changed, those most closely associated with the educational community tend to have a more optimistic view of the direction of change, than members of the public at large. Few respondents saw the withdrawal of examinations as the most important factor in bringing about the changes, but the public appears to attribute more importance to it than did groups such as teachers and principals.

Study Steering Committee Commentary

The Study Steering Committee found it difficult to establish the relative values of these changes. For some members of the Committee, the potential engendered by increased curricular flexibility outweighs the lack of provincial benchmarks. For others, the perceived reduction in student effort is a primary issue. These examples of differences in viewpoints amongst the Study Steering Committee members reflect the many divergent views of most Albertans. Many conditions have affected the quality of education in Alberta since the withdrawal of departmental examinations. Although members of the Committee have differing views on the importance of such examinations, the Committee is united in its belief that bringing back the examinations will not necessarily return the situation to what it was. The Committee agrees also that the Study provides evidence of a loss of public confidence in the educational system over the past few years, and that there is likely some basis for this loss. The impact of public confidence upon education cannot be ignored. Because of the perceived decline in actual achievement as opposed to the rise in marks, because of the general decline in public confidence in the educational system, and because there is always room for improvement of educational practices, the Committee believes that steps must be taken to improve the quality of education and particularly the procedures for evaluation.

SECTION II

MACOSA CONCLUSIONS AND RECOMMENDATION

In viewing the findings of the Grade 12 Examinations Study, The Minister's Advisory Committee on Student Achievement recognizes that there is serious concern about educational quality. The groups involved in the study definitely desire that something be done about educational quality. At the same time there is considerable reluctance on the part of the various publics to return to the pre - 1973 form of examinations. Though the system of accreditation is not working as well as it might, the Minister's Advisory Committee on Student Achievement believes that the system can be made to work. Therefore, the Minister's Advisory Committee on Student Achievement recommends:

THAT THE MINISTER EXTEND THE PROVISIONS OF THE EXISTING ACCREDITATION POLICY FOR A MINIMUM OF THREE YEARS, SUBJECT TO REVIEW AFTER THAT PERIOD, AND FURTHER THAT THE NECESSARY STEPS BE TAKEN TO ENHANCE THE EFFECTIVENESS OF THE EXISTING POLICY WITH RESPECT TO STUDENT EVALUATION.

The Minister's Advisory Committee on Student Achievement regards this recommendation as interim and general. Further studies presently in progress will provide specific information as to some of the necessary steps that should be taken to enhance the effectiveness of the existing policy.

APPENDIX J

WHAT OUGHT TO HAPPEN

Questionnaire Responses

TABLE LV

Responses of all respondents
Responses of adult respondents
Responses of grade 12 students

TABLE LVI

Trustee responses

TABLE LVII

Public at large responses

TABLE LVIII

Superintendents responses

TABLE LIX

High school teachers responses

TABLE LX

High school principals responses

TABLE LXI

Education consultants responses

TABLE LXII

Post secondary school personnel responses

TABLE LXIII

Employers (Public Sector)

TABLE LXIV

Employers (Private Sector)

TABLE LV

RESPONSES TO STATEMENTS
BY (a) all respondents, N=4476
(b) adult respondents only, N= 2305
(c) student respondents, N= 2171

WHAT DO YOU THINK OUGHT TO HAPPEN?

Statement		agree	undecided	disagree
69. The provincial government should bring back compulsory grade 12 examinations.	(a)	36%	14%	46%
	(b)	56	12	27
	(c)	16	16	67
70. The provincial government should inspect schools periodically to determine whether they maintain acceptable standards of student achievement rather than bring back compulsory grade 12 examinations.	(a)	59	13	27
	(b)	38	14	42
	(c)	74	12	11
71. All schools should provide an information booklet to students and parents which includes a statement of objectives, course description, grading system and graduation requirements.	(a)	85	7	4
	(b)	85	6	5
	(c)	86	9	3
72. Teachers should provide students early in the school year with course outlines and evaluation procedures to be used during the term.	(a)	93	3	1
	(b)	94	2	1
	(c)	92	4	2
73. There shouldn't be any change in the way students are presently being tested for achievement.	(a)	26	24	46
	(b)	12	19	65
	(c)	42	29	25

TABLE LV (Cont.)

Statement	agree	undecided	disagree
74. Education institutions beyond high school level should develop their own selection procedures for admitting candidates.	(a) 50%	23%	23%
	(b) 51	17	28
	(c) 49	30	18
75. Teachers should be specifically trained to evaluate student achievement.	(a) 67	17	11
	(b) 72	12	11
	(c) 63	23	11
76. All students should develop a permanent "portfolio of school work" for each high school year so that parents, prospective employers and education institutions beyond high school level can judge performance.	(a) 43	27	27
	(b) 45	23	27
	(c) 40	31	26
77. Examinations for assessing the general achievement of students should measure both knowledge and attitudes.	(a) 68	15	13
	(b) 71	11	13
	(c) 66	19	12
78. Schools should continue to certify student achievement levels for university entrance.	(a) 55	25	15
	(b) 57	18	19
	(c) 54	32	10

(a) all respondents (b) adult respondents only (c) student respondents

TABLE LV (Cont)

Statement	agree	undecided	disagree
If compulsory departmental examinations are to be reintroduced, they should be used for:			
80. a part of the course mark.	(a) 76%	4%	16%
	(b) 84	2	10
	(c) 67	7	22
81. all of the course mark.	(a) 4	3	88
	(b) 8	3	84
	(c) 2	3	92
82. feedback to teachers only.	(a) 27	17	52
	(b) 14	9	71
	(c) 40	26	31
83. students' self - guidance.	(a) 61	15	19
	(b) 55	12	26
	(c) 68	18	11
84. establishing expected provincial achievement levels for each subject.	(a) 57	20	19
	(b) 71	11	13
	(c) 42	29	25
85. appeal for the student who is dissatisfied with the mark assigned by the teacher.	(a) 61	15	20
	(b) 57	12	25
	(c) 66	17	14
86. university entrance only.	(a) 15	16	63
	(b) 12	13	68
	(c) 18	20	58

(a) all respondents (b) adult respondents only
(b) student respondents

TABLE LV (Cont.)

Statement	about 10%	25%	50%	75%	60-80%
88. If you agree with statement No. 80, what proportion of the final mark should be assigned by the teacher? Please check the appropriate box or add a percentage of your own.					
	a. 12%	17%	27%	10%	13%
	b. 3	16	45	10	11
	c. 21	18	9	9	15

TABLE LVI

RESPONSES TO STATEMENTS
BY Trustees

N = 52

WHAT DO YOU THINK OUGHT TO HAPPEN?

Statement	agree	undecided	disagree
69. The provincial government should bring back compulsory grade 12 examinations.	63%	11%	21%
70. The provincial government should inspect schools periodically to determine whether they maintain acceptable standards of student achievement rather than bring back compulsory grade 12 examinations.	35	15	42
71. All schools should provide an information booklet to students and parents which includes a statement of objectives, course description, grading system and graduation requirements.	86	8	2
72. Teachers should provide students early in the school year with cour outlines and evaluation procedures to be used during the term.	96	00	00
73. There shouldn't be any change in the way students are presently being tested for achievement.	12	17	65

TABLE LVI (Cont.)

Statement	agree	undecided	disagree
74. Education institutions beyond high school level should develop their own selection procedures for admitting candidates.	33%	21%	42%
75. Teachers should be specifically trained to evaluate student achievement.	69	17	6
76. All students should develop a permanent "portfolio of school work" for each high school year so that parents, prospective employers and education institutions beyond high school level can judge performance.	38	31	25
77. Examinations for assessing the general achievement of students should measure both knowledge and attitudes.	86	4	6
78. Schools should continue to certify student achievement levels for university entrance.	65	13	13

TABLE LVI (Cont.)

Statement	agree	undecided	disagree
If compulsory departmental examinations are to be reintroduced, they should be used for:			
80. a part of the course mark.	83	4	8
81. all of the course mark.	8	2	85
82. feedback to teachers only.	15	6	73
83. students' self - guidance.	59	19	13
84. establishing expected provincial achievement levels for each subject	73	8	13
85. appeal for the student who is dissatisfied with the mark assigned by the teacher.	65	11	17
86. university entrance only.	11	11	71

TABLE LVI (Cont.)

Statement	about 10%	25%	50%	75%	60-80 %
88. If you agree with statement No. 80, what proportion of the final mark should be assigned by the teacher? Please check the appropriate box or add a percentage of your own.	4%	10%	46%	6%	15%

TABLE LVII

RESPONSES TO STATEMENTS
BY Public at Large

N = 1021

WHAT DO YOU THINK OUGHT TO HAPPEN?

Statement	agree	undecided	disagree
69. The provincial government should bring back compulsory grade 12 examinations.	60%	11%	21%
70. The provincial government should inspect schools periodically to determine whether they maintain acceptable standards of student achievement rather than bring back compulsory grade 12 examinations.	39	14	40
71. All schools should provide an information booklet to students and parents which includes a statement of objectives, course description, grading system and graduation requirements.	83	6	5
72. Teachers should provide students early in the school year with cours outlines and evaluation procedures to be used during the term.	90	2	1
73. There shouldn't be any change in the way students are presently being tested for achievement.	8	19	66

TABLE LVII (Cont.)

Statement	agree	undecided	disagree
74. Education institutions beyond high school level should develop their own selection procedures for admitting candidates.	46%	18%	28%
75. Teachers should be specifically trained to evaluate student achievement.	65	14	14
76. All students should develop a permanent "portfolio of school work" for each high school year so that parents, prospective employers and education institutions beyond high school level can judge performance.	47	21	26
77. Examinations for assessing the general achievement of students should measure both knowledge and attitudes.	75	8	10
78. Schools should continue to certify student achievement levels for university entrance.	61	14	17

TABLE LVII (Cont.)

Statement	agree	undecided	disagree
If compulsory departmental examinations are to be reintroduced, they should be used for:			
80. a part of the course mark.	81%	2%	10%
81. all of the course mark.	8	4	79
82. feedback to teachers only.	10	10	73
83. students' self - guidance.	55	13	23
84. establishing expected provincial achievement levels for each subject	71	10	12
85. appeal for the student who is dissatisfied with the mark assigned by the teacher.	56	12	25
86. university entrance only.	12	14	67

TABLE LVII (Cont.)

Statement	about 10%	25%	50%	75%	60-80%
88. If you agree with statement No. 80, what proportion of the final mark should be assigned by the teacher? Please check the appropriate box or add a percentage of your own.	4%	17%	36%	10%	14%

TABLE LVIII

RESPONSES TO STATEMENTS BY School Superintendents

N = 77

WHAT DO YOU THINK OUGHT TO HAPPEN?

Statement	agree	undecided	disagree
69. The provincial government should bring back compulsory grade 12 examinations.	54%	12%	32%
70. The provincial government should inspect schools periodically to determine whether they maintain acceptable standards of student achievement rather than bring back compulsory grade 12 examinations.	35	8	57
71. All schools should provide an information booklet to students and parents which includes a statement of objectives, course description, grading system and graduation requirements.	92	3	5
72. Teachers should provide students early in the school year with cour outlines and evaluation procedures to be used during the term.	99	00	1
73. There shouldn't be any change in the way students are presently being tested for achievement.	14	13	73

TABLE LVIII (Cont.)

Statement	agree	undecided	disagree
74. Education institutions beyond high school level should develop their own selection procedures for admitting candidates.	51%	13%	36%
75. Teachers should be specifically trained to evaluate student achievement.	87	8	5
76. All students should develop a permanent "portfolio of school work" for each high school year so that parents, prospective employers and education institutions beyond high school level can judge performance.	45	31	23
77. Examinations for assessing the general achievement of students should measure both knowledge and attitudes.	74	5	18
78. Schools should continue to certify student achievement levels for university entrance.	53	19	26

TABLE LVIII (Cont.)

Statement	agree	undecided	disagree
If compulsory departmental examinations are to be reintroduced, they should be used for:			
80. a part of the course mark.	87%	4%	8%
81. all of the course mark.	5	1	91
82. feedback to teachers only.	10	4	84
83. students' self - guidance.	57	9	32
84. establishing expected provincial achievement levels for each subject	84	6	8
85. appeal for the student who is dissatisfied with the mark assigned by the teacher.	60	12	27
86. university entrance only.	6	8	83

TABLE LVIII (Cont.)

Statement	about 10%	25%	50%	75%	60-80%
88. If you agree with statement No. 80, what proportion of the final mark should be assigned by the teacher? Please check the appropriate box or add a percentage of your own.	3%	11%	66%	5%	4%

TABLE LIX

RESPONSES TO STATEMENTS BY High School Teachers

N = 587

WHAT DO YOU THINK OUGHT TO HAPPEN?

Statement	agree	undecided	disagree
69. The provincial government should bring back compulsory grade 12 examinations.	48%	15%	34%
70. The provincial government should inspect schools periodically to determine whether they maintain acceptable standards of student achievement rather than bring back compulsory grade 12 examinations.	37	18	42
71. All schools should provide an information booklet to students and parents which includes a statement of objectives, course description, grading system and graduation requirements.	85	7	6
72. Teachers should provide students early in the school year with course outlines and evaluation procedures to be used during the term.	96	2	00
73. There shouldn't be any change in the way students are presently being tested for achievement.	16	21	59

TABLE LIX (Cont.)

Statement	agree	undecided	disagree
74. Education institutions beyond high school level should develop their own selection procedures for admitting candidates.	61%	16%	19%
75. Teachers should be specifically trained to evaluate student achievement.	74	12	9
76. All students should develop a permanent "portfolio of school work" for each high school year so that parents, prospective employers and education institutions beyond high school level can judge performance.	44	25	27
77. Examinations for assessing the general achievement of students should measure both knowledge and attitudes.	61	16	18
78. Schools should continue to certify student achievement levels for university entrance.	49	21	24

TABLE LIX (Cont.)

Statement	agree	undecided	disagree
If compulsory departmental examinations are to be reintroduced, they should be used for:			
80. a part of the course mark.	85%	3%	9%
81. all of the course mark.	5	2	88
82. feedback to teachers only.	22	11	63
83. students' self - guidance.	52	13	30
84. establishing expected provincial achievement levels for each subject	67	13	16
85. appeal for the student who is dissatisfied with the mark assigned by the teacher.	57	15	24
86. university entrance only.	15	16	64

TABLE LIX (Cont.)

Statement	about 10%	25%	50%	75%	60-80%
88. If you agree with statement No. 80, what proportion of the final mark should be assigned by the teacher? Please check the appropriate box or add a percentage of your own.	2%	15%	48%	12%	9%

TABLE LX

RESPONSES TO STATEMENTS BY High School Principals

N = 256

WHAT DO YOU THINK OUGHT TO HAPPEN?

Statement	agree	undecided	disagree
69. The provincial government should bring back compulsory grade 12 examinations.	48%	15%	35%
70. The provincial government should inspect schools periodically to determine whether they maintain acceptable standards of student achievement rather than bring back compulsory grade 12 examinations.	41	12	44
71. All schools should provide an information booklet to students and parents which includes a statement of objectives, course description, grading system and graduation requirements.	86	6	6
72. Teachers should provide students early in the school year with cour outlines and evaluation procedure to be used during the term.	98	00	00
73. There shouldn't be any change in the way students are presently being tested for achievement.	18	19	59

TABLE LX (Cont.)

Statement	agree	undecided	disagree
74. Education institutions beyond high school level should develop their own selection procedures for admitting candidates.	55%	13%	29%
75. Teachers should be specifically trained to evaluate student achievement.	83	8	6
76. All students should develop a permanent "portfolio of school work" for each high school year so that parents, prospective employers and education institutions beyond high school level can judge performance.	36	26	36
77. Examinations for assessing the general achievement of students should measure both knowledge and attitudes.	65	17	17
78. Schools should continue to certify student achievement levels for university entrance.	53	20	22

TABLE LX (Cont.)

Statement	agree	undecided	disagree
If compulsory departmental examinations are to be reintroduced, they should be used for:			
80. a part of the course mark.	88 %	1 %	9 %
81. all of the course mark.	3	2	93
82. feedback to teachers only.	19	10	69
83. students' self - guidance.	53	11	33
84. establishing expected provincial achievement levels for each subject	60	12	15
85. appeal for the student who is dissatisfied with the mark assigned by the teacher.	61	9	27
86. university entrance only.	10	11	75

TABLE LX (Cont.)

Statement	about 10%	25%	50%	75%	60-80%
88. If you agree with statement No. 80, what proportion of the final mark should be assigned by the teacher? Please check the appropriate box or add a percentage of your own.	3%	7%	63%	8%	4%

TABLE LXI

RESPONSES TO STATEMENTS
BY Education Consultants

N = 89

WHAT DO YOU THINK OUGHT TO HAPPEN?

Statement	agree	undecided	disagree
69. The provincial government should bring back compulsory grade 12 examinations.	52%	9%	36%
70. The provincial government should inspect schools periodically to determine whether they maintain acceptable standards of student achievement rather than bring back compulsory grade 12 examinations.	48	15	32
71. All schools should provide an information booklet to students and parents which includes a statement of objectives, course description, grading system and graduation requirements.	93	1	2
72. Teachers should provide students early in the school year with cour outlines and evaluation procedures to be used during the term.	95	00	1
73. There shouldn't be any change in the way students are presently being tested for achievement.	13	12	71

TABLE LXI (Cont.)

Statement	agree	undecided	disagree
74. Education institutions beyond high school level should develop their own selection procedures for admitting candidates.	38%	15%	42%
75. Teachers should be specifically trained to evaluate student achievement.	64	7	3
76. All students should develop a permanent "portfolio of school work" for each high school year so that parents, prospective employers and education institutions beyond high school level can judge performance.	56	18	22
77. Examinations for assessing the general achievement of students should measure both knowledge and attitudes.	72	11	12
78. Schools should continue to certify student achievement levels for university entrance.	57	21	17

TABLE LXI (Cont.)

Statement	agree	undecided	disagree
If compulsory departmental examinations are to be reintroduced, they should be used for:			
80. a part of the course mark.	90%	1%	5%
81. all of the course mark.	1	4	91
82. feedback to teachers only.	18	4	74
83. students' self - guidance.	65	9	19
84. establishing expected provincial achievement levels for each subject	72	6	19
85. appeal for the student who is dissatisfied with the mark assigned by the teacher.	64	13	18
86. university entrance only.	9	11	72

TABLE LXI (Cont.)

Statement	about 10%	25%	50%	75%	60-80%
88. If you agree with statement No. 80, what proportion of the final mark should be assigned by the teacher? Please check the appropriate box or add a percentage of your own.	2%	12%	61%	10%	7%

TABLE LXII

RESPONSES TO STATEMENTS
BY Post Secondary School Personnel

N = 50

WHAT DO YOU THINK OUGHT TO HAPPEN?

Statement	agree	undecided	disagree
69. The provincial government should bring back compulsory grade 12 examinations.	72	3	14
70. The provincial government should inspect schools periodically to determine whether they maintain acceptable standards of student achievement rather than bring back compulsory grade 12 examinations.	41	10	41
71. All schools should provide an information booklet to students and parents which includes a statement of objectives, course description, grading system and graduation requirements.	83	3	7
72. Teachers should provide students early in the school year with cour outlines and evaluation procedure to be used during the term.	90	00	3
73. There shouldn't be any change in the way students are presently being tested for achievement.	00	7	83

TABLE LXII (Cont.)

Statement	agree	undecided	disagree
74. Education institutions beyond high school level should develop their own selection procedures for admitting candidates.	48%	17%	31%
75. Teachers should be specifically trained to evaluate student achievement.	83	7	3
76. All students should develop a permanent "portfolio of school work" for each high school year so that parents, prospective employers and education institutions beyond high school level can judge performance.	24	31	38
77. Examinations for assessing the general achievement of students should measure both knowledge and attitudes.	45	14	31
78. Schools should continue to certify student achievement levels for university entrance.	45	24	24

TABLE LXII (Cont.)

Statement	agree	undecided	disagree
If compulsory departmental examinations are to be reintroduced, they should be used for:			
80. a part of the course mark.	89%	00	7%
81. all of the course mark.	3	7	86
82. feedback to teachers only.	00	3	93
83. students' self - guidance.	55	17	24
84. establishing expected provincial achievement levels for each subject	86	7	3
85. appeal for the student who is dissatisfied with the mark assigned by the teacher.	34	7	52
86. university entrance only.	14	7	72

TABLE LXII (Cont.)

Statement	about 10%	25%	50%	75%	60-80%
88. If you agree with statement No. 80, what proportion of the final mark should be assigned by the teacher? Please check the appropriate box or add a percentage of your own.	00	27%	59%	00	3%

TABLE LXIII

RESPONSES TO STATEMENTS
BY Employer (Public Sector)

N = 34

WHAT DO YOU THINK OUGHT TO HAPPEN?

Statement	agree	undecided	disagree
69. The provincial government should bring back compulsory grade 12 examinations.	70%	12%	8%
70. The provincial government should inspect schools periodically to determine whether they maintain acceptable standards of student achievement rather than bring back compulsory grade 12 examinations.	29	9	47
71. All schools should provide an information booklet to students and parents which includes a statement of objectives, course description, grading system and graduation requirements.	76	12	6
72. Teachers should provide students early in the school year with cour outlines and evaluation procedures to be used during the term.	91	00	3
73. There shouldn't be any change in the way students are presently being tested for achievement.	3	15	70

TABLE LXIII (Cont.)

Statement	agree	undecided	disagree
74. Education institutions beyond high school level should develop their own selection procedures for admitting candidates.	47%	15%	32%
75. Teachers should be specifically trained to evaluate student achievement.	70	12	12
76. All students should develop a permanent "portfolio of school work" for each high school year so that parents, prospective employers and education institutions beyond high school level can judge performance.	47	18	29
77. Examinations for assessing the general achievement of students should measure both knowledge and attitudes.	73	9	6
78. Schools should continue to certify student achievement levels for university entrance.	65	18	9

TABLE LXIII (Cont.)

Statement	agree	undecided	disagree
If compulsory departmental examinations are to be reintroduced, they should be used for:			
80. a part of the course mark.	85%	3%	6%
81. all of the course mark.	9	3	79
82. feedback to teachers only.	6	00	85
83. students' self - guidance.	62	3	26
84. establishing expected provincial achievement levels for each subject	85	3	3
85. appeal for the student who is dissatisfied with the mark assigned by the teacher.	47	8	38
86. university entrance only.	16	6	65

TABLE LXIII (Cont.)

Statement	about 10%	25%	50%	75%	60-80%
88. If you agree with statement No. 80, what proportion of the final mark should be assigned by the teacher? Please check the appropriate box or add a percentage of your own.	00	18%	50%	9%	6%

TABLE LXIV

RESPONSES TO STATEMENTS
BY Employer (Private Sector)

N = 139

WHAT DO YOU THINK OUGHT TO HAPPEN?

Statement	agree	undecided	disagree
69. The provincial government should bring back compulsory grade 12 examinations.	73%	9%	16%
70. The provincial government should inspect schools periodically to determine whether they maintain acceptable standards of student achievement rather than bring back compulsory grade 12 examinations.	29	14	51
71. All schools should provide an information booklet to students and parents which includes a statement of objectives, course description, grading system and graduation requirements.	92	1	6
72. Teachers should provide students early in the school year with cours outlines and evaluation procedures to be used during the term.	98	00	00
73. There shouldn't be any change in the way students are presently being tested for achievement.	8	15	75

TABLE LXIV (Cont.)

Statement	agree	undecided	disagree
74. Education institutions beyond high school level should develop their own selection procedures for admitting candidates.	48%	16%	33%
75. Teachers should be specifically trained to evaluate student achievement.	71	11	16
76. All students should develop a permanent "portfolio of school work" for each high school year so that parents, prospective employers and education institutions beyond high school level can judge performance.	55	19	24
77. Examinations for assessing the general achievement of students should measure both knowledge and attitudes.	83	5	10
78. Schools should continue to certify student achievement levels for university entrance.	59	26	12

TABLE LXIV (Cont.)

Statement	agree	undecided	disagree
If compulsory departmental examinations are to be reintroduced, they should be used for:			
80. a part of the course mark.	85%	00	13%
81. all of the course mark.	11	5	80
82. feedback to teachers only.	14	4	79
83. students' self - guidance.	51	10	32
84. establishing expected provincial achievement levels for each subject	72	13	13
85. appeal for the student who is dissatisfied with the mark assigned by the teacher.	60	11	24
86. university entrance only.	11	11	73

TABLE LXIV (Cont.)

Statement	about 10%	25%	50%	75%	60-80%
88. If you agree with statement No. 80, what proportion of the final mark shouldbe assigned by the teacher? Please check the appropriate box or add a percentage of your own.	1%	27%	36%	11%	11%

APPENDIX K

PARTICIPANT PERCEPTIONS
OF
WHAT OUGHT TO HAPPEN

APPENDIX K

PARTICIPANT PERCEPTIONS

WHAT DO YOU THINK OUGHT TO HAPPEN ?

Opinions about:

- Change needed in present grade 12 student evaluation system.
- What should be done to evaluate grade 12 student achievement.
- Compulsory departmental examinations.
- Purposes and types of examinations.
- Provincial Government involvement in educational delivery.

The following are verbatim responses selected as representative statements made by approximately 5,000 survey participants from ten groups in the sample. A total of 14,650 comments were made addressing the "What Ought to be" question of the study. About one statement in fifty was not useable. Many expressed a common idea. Hence it was possible to select exemplars for each respondent group. Although an effort was made to balance the pro and con statements selected, this proved to be impossible to do, since some groups tended to unanimously support one point of view. Particularly illuminating and unique statements were included to further illustrate to the reader that the survey participants did in fact "tell it as they saw it".

An additional 22,500 statements were classified as responding to the " What is" question of the study. A selection of those statements are listed in appendix D , Vol. I.

Trustees

" Schools and universities should get together on what the requirements should be and strive to maintain those standards ".

Public

" Let universities, employers, nursing schools, polytechnical institutes, determine their own pre - requirements in terms of specific knowledge, skills and attitudes ".

" Special university entrance exams and specific reading and writing exams should be established. These exams should be directed towards improving the quality of the literacy ".

" A final test, contents unknown, but based on the course taught and administered and marked by an independent body will keep students, teachers and administrators on their toes. A system of standard, black and white evaluation, will be a benefit to employers. No longer would " sheer curiosity" be the only reason an employer would have of selecting one applicant in favor of another ".

" I believe that principals and teachers who are competent should evaluate students based primarily on work done during the year, by periodic tests, work assignments, special project assignments ".

" There should also be a measure of achievement as compared between certain time periods e.g., one year of instruction to another, beginning of one semester through the course to the end of that instruction. Schools should also provide more guidance to those people who are removed from the school situation (people not attending a school or in direct contact with someone who is). This would assist people in making a more informed decision on some of these issues ".

" Departmental exams should be compulsory in an academic pattern, and optional in a vocational pattern".

Public Cont'd.

" Post-secondary institutions, employers etc., should develop their own selection procedures in addition to knowing the school marks of the kid i.e., special attributes to specific faculties and career interests. Limited enrollment should be a fact, students should be kicked out if unsuitable for career they are training in i.e., education - not a good teacher, move out of education faculty and not graduate there ".

" Compulsory grade 12 examinations are needed, with Provincial Government inspectors in the performance of this examination as such".

" The Provincial Government should inspect schools periodically to determine whether they maintain acceptable standards of student achievement whether there are examinations or not ".

" I am an employer and very clearly the attitude of a large number of younger employees is absolutely deplorable. One of the reasons has to be the elimination of hard work in our high schools resulting in the formation of poor work habits and bad attitudes. Too many grade 12 graduates who do not continue their education are not mentally prepared to accept the challenges of employment. Our school system should prepare graduates toward the reality and responsibility of working for a living ".

" Teachers as well as students can be evaluated by bringing back the compulsory grade 12 departmental examinations ".

" Definitely do not bring back departmental exams. The young people do not need them nor want them after talking to at least 25 students in senior high schools ".

" I don't agree on the exams at the year end. But the students should have small exams throughout the whole year and marks should be given that way ".

" There should be some final exam, but I don't agree with the departmental altogether ".

" A limited form of examinations should be reintroduced, meaning only part of the course mark and possibly a second chance within a certain time period to re-write

Public Cont'd.

" University entrance exams, for those who wish to continue their education, might be the solution to the problem of students who can't cope with the pressure of university. But students who can't or do not wish to continue with their educations should not need to have this pressure ".

" I have mixed feelings about departmentals but have assumed they should return , but feel a teacher should be able to choose whether they want to administer them or not, or at least how much they will count, they should not be 100 percent. Perhaps 30 - 40 percent and the rest teacher evaluation would be useful ".

" Evaluation of a student should be based on the year's work plus the final examination ".

" Departmental exams make both children and families nervous wrecks. We have enough mentally depressed people in the province without burdening our young people with any more tensions than society already has ".

" High requirements to be achieved in the face of unknown third party. Standards force students to study imposing self-discipline for achievement ".

" If I was more up-to-date with our modern day programs it would be my minimum responsibility to assist any way possible. Departmentals help young people to deal with stress and with 75 percent of their final mark riding on their year's work for pass or failure it should give the student incentive to work up to the end. To allow the teacher to hand out 25 percent will give a big enough club for them to get performance from the student ".

" Students and teachers are still just people and the quality of the education can only be assessed if a standard is established to work toward and measure against " a part or all of the exam if the student felt that he/she has not achieved satisfactory results. He/she should then be able to apply for re-examination and such application should be endorsed (or rejected, as the case may be) by the teacher(s) ".

" As a teacher I feel that consistency in marking is important especially when it comes to university entrance. Someone from Lethbridge should have same opportunities as someone from Edmonton or anywhere else in the province ".

" Grade 12 provincial examinations should be compulsory to test some percentage of grade 12 achievement which would involve core skills and knowledge and part of the marks (50 %) should be a teacher mark based on the year's class work ".

" I am all for examinations but was and am against the Curve as it was used to assess students. I think they should be given the mark they got and not where they fit on the Curve ".

" Why are departmental examinations written by only grade 12 students. I believe if this system is reactivated all students in Alberta schools should write a final examination ".

Superintendents

" Provincial norms for certain subjects should be established so teachers may guage their own and the student's performance ".

" Local superintendents should be given more autonomy and legislated authority. School boards should be legislated out of administrative activities ".

Teachers

" Along with compulsory exams, there should be a teachers' mark, the final result being a 50 - 50 combination of these ".

" Departmental exams should be introduced at the exit time from the universities in Alberta: 1) because universities should be (more than anyone) responsible to employers; 2) because the instructors are not certified teachers with training in instruction and evaluation "

" Bring back the "Basics", drop semester system. reintroduce departmentals ".

" A great deal of thought and care should go into the construction of these exams, they should be prepared and graded by recognized specialists, with the aid and consideration of the classroom teachers ".

" High school diploma at present is a meaningless document. It should really be a "school leaving certificate" containing a transcript of all courses a student has enrolled in throughout his high school years, (with the notations - pass, fail, withdrawn passing, withdrawn failing) ".

" A certain political price has to be paid by the teachers to the public and that may have to be in the form of external exams. The price concept enters : the Department of Education administers and pays for tests. The department needs to be separated from the creation' of exams. Department of Education controls curriculum through (a) exams (b) courses of study. Disapprove strongly of such a heavy "state" involvement in the education of children. If complete separation of state and education cannot be achieved then at least our curriculum control should be outside state responsibility ".

" Department of Education should discontinue the practice of scaling exam results ".

" I would prefer to see a departmental in the format of the old written departmentals even if teachers had to correct it. The tests could be sent in after correcting for spot checking if people wanted to be picky in this regard. Also test of basics rather than optional material ".

" External exams are required to provide a reasonable amount of pressure upon students in a contemporary school climate which is characterized by extremely loose discipline and subjectivity and is failing to inculcate the necessary self-discipline in university matriculants ".

" A major weakness in most schools (and subject areas) is a lack of clearly defined objectives that students and parents can comprehend. Since evaluation presupposes a purpose(s), it follows that departmental examinations could help in delineating the terms of reference (objectives) for a particular course. The clarity of objectives is also a function of the quality of leadership in education - at present there is a paucity ".

" Departmentals should be given this way: Each grade 12 teacher sends into a selection committee of the Department of Education three sets of final tests. The department makes the choice of one. This would guarantee general standards throughout the province and at the same time, take the individual class in consideration. Distribution of marks should be 60 percent for year's work and 40 percent for final examinations ".

" Computerized multiple choice exams are of dubious value. The problem of decline in quality is tied to written expression and logical, creative thinking. Multiple choice discourages some of this. English teachers and their standards vary greatly. Some comprehensive written test is required for fair evaluation ".

" Statistics show the best exams are only very crude evaluation instruments, but the public doesn't realize this, neither does the business world. Therefore, no departmental exams ".

" Examinations provided a "neutral" evaluator and a third party -- the latter especially necessary, since evaluation of human learning is difficult, requiring expertise of others to be considered in total picture ".

" I feel exams should only be used by those who wish to. If credibility of a teacher is at stake, then use a test in that case and not totally across the province i.e., don't go throwing the baby out with the bath water ".

" Bring in departmental exams not compulsory that could be used to measure Alberta achievement ".

" Place the money into better guide books and resource books for teachers. Also extend rather than reduce guidance personnel throughout the schools so the weaker students may get some assistance rather than just face another examination. It's evident enough who the dumb students are ".

" I feel that colleges and universities should have entrance exams in addition to their scholastic records from high school ".

Students

" The achievement standards should be stricter, but not through the return of departmental examinations ".

" I would definitely look forward to seeing the examinations renewed. I believe it would help standardize marking systems ".

" Examinations should be brought back but final mark should not be based on it alone. Overall performance and achievement should count for 50 percent ".

" I feel that these examinations should come back but I don't think it should count for one hundred percent of the student's mark " .

" A portfolio would enable the student to look back and see what has been achieved and what must be improved. This would also enable the student to evaluate himself, rather than leave in entirely to the teacher ".

" Students should be provided with a small booklet telling what subjects they have taken, what their marks were, and what courses they are qualified for through this mark ".

" Further on in life we will be looking for a job that we like. I think if we have more industrial classes a lot of the students will find something that will take him farther than the more important classes ".

" Teachers should be required to complete an outline for the courses they teach, and an exam which they judge covers all matter studied, and send these to be graded. In this way the teacher can be evaluated for the course content and examination, while students can be evaluated on the amount of knowledge absorbed from the course ".

" Student examinations should definitely be altered however, they should still be written by the teachers to ensure that they include only the material covered by the course ".

"I feel the emphasis on learning facts is not as important as learning how to learn. Education should work for the students (he should learn at his own speed and in ways he can understand) not the student having to work for education. Failing because of a test (one test) is hard to understand when perhpas the student knows more than the one who gets 100 percent ".

" I like the way school is now and you can stick the exam in your ear ".

" I feel grade 12 final could be departmentals, this would give a standard over-all evaluation basis, but should be worth only not over 30 percent of final mark. Teachers tests, for prescribed course should do the same ".

" The question is as simple as: Do Albertans want a uniform system of education where every student learns the same material and the course allows no time for enrichment "?

" Just one question: ' How can any test judge a student fairly and accurately (especially the whole years work) within the span of three hours' ".

" Despite the obvious disadvantages of these examinations, they are essential for evaluating the educational standards ".

" Education is a creative process. Teachers and students need more room and freedom than the rigid guidelines of the examinations allow. Give us room to expand and explore "!

" I believe that students coming out of grade 12 have a greater capacity for thinking logically - not just memorizing. Perhaps the grade 12 diploma should be awarded not on the basis of one having 100 credits, but rather on marks obtained in courses completed ".

" I'm a grade eleven student taking a grade twelve course. Don't louse it up for me by reintroducing departmentals ".

" There is no need for levels of achievement in society, why do the students have to suffer for some idiotic achievement level. The student is mainly concerned with receiving an education which will be beneficial and useful ".

Principals

"I don't agree grade 12 departmental exams should be brought back".

"Return to grade 12 departmental exam, counting 40 percent of year's grade, students have to learn to perform under pressure".

"Bench mark exams should be structured by the department for use in schools; writing the test would be compulsory but use of the scores subject to local procedure".

"Department of Education, in cooperation with its whole educational community, develop a professional system of accrediting all schools".

"Superintendents should inspect schools and teachers to ensure acceptable standards are maintained".

"A very difficult questionnaire to complete as the vast majority of my responses would have some qualifier attached. Generally, I am in favor of a return of departmental exams".

"I have always favored an arrangement where 50 percent of the final grading is determined by a province - wide exam".

"Matriculation status with regard to a high school diploma has not decreased to any extent. However, the requirements to obtain a high school diploma has little status. There should be a different diploma for matriculation and non-matriculation grade 12 status".

Consultants

"There must be a greater dialogue between universities and high schools with respect to educational goals and expectations. Too often the high schools provide one kind of education and the universities expect another".

"There definitely should be external exams to provide a more uniform value to marks".

"The biggest contributor to success in a student's school years is his/her teacher - - assuming the student and parents have a positive attitude towards education. Therefore, I believe the ineffective, the incompetent and the disinterested teacher must be encouraged to seek a vocation elsewhere. The most

difficult task of insuring a teachers continuing suitability is the domain of the teachers supervisor and/or principal. There ought to be a continuing review of a teacher's actions in the classroom, and in this regard I suggest students do some of the evaluation with the prepondent responsibility being the principal's.
It is my opinion that we are wearing rubber gloves to correct the leaky pen by suggesting a return to departmentals. Let's strive to attain better teaching competence -- and I do not mean more and higher academic achievements of individual teachers. We require teachers who truly are interested in children, who treat little people as equals and respect their concerns and aspirations. A good teacher's role is an exceedingly difficult one to fill ".

Post Secondary School Personnel

No additional comments concerning what ought to happen, other than those listed in Exemplar Section.

Employers (Public sector)

" Acceptable standards should be legible writing, a thorough knowledge of mathematical time tables (no computers), and a knowledge to spell correctly at least all words up to and including six letters ".

Employer (Private sector)

" Examinations should be brought back providing the government makes periodic checks on the teachers to make sure they fully cover the course ".

" Schools should be inspected to see that high standards are maintained. Final examinations should only count for a percentage of final mark ".

" Feel that universities etc. should be confident in high school graduate training but should seriously consider supplementary selection criteria - perhaps entrance exams ".

" There must be some province - wide yardstick to measure students ".

" Public expectation is that return to Department of Education exams will cure all the alleged ills of our education system ".

Employer (Private sector) Cont'd.

" Examinations should be a broad comprehensive test of a students knowledge with limited use of the multiple choice format ".

" We need some unbiased standard of measurement and competition is a necessary and fundamental fact of life. Progress without it is impossible ".

" A good yardstick for employers etc. Should only be 60 percent of the total mark for a child. Should be combined with a mark given by the teacher on the years work to arrive at a final mark ".

Type of examinations and purposes that they might serve.

……

Trustees

" Provincial exams should be responsible for only a portion of final mark ".

" Trade and training schools also ".

Public

" Examinations results could be used as standard level of education for each student ".

" Used to improve the general achievement of students on the whole to give them all fair and equal chance ".

" Examinations should determine entrance into any educational institution ".

" Technical and trade courses require a guide as well. Not everyone is suited for university ".

" To give the employer an idea of a student before he is hired ".

" They should be used to benefit the student in whatever way possible ".

" Correlation between departmental examinations and teachers mark should be considered as feedback ".

" Assist prospective employers, universities etc., in knowing what to expect from his prospective employee ".

Superintendents

" A standardizing influence ".

Teachers

" Departmental exam should be used for feedback to teachers only ".

" There should be grade 12 examinations that count for about 25 percent of the mark and the year's work should count 75 percent ".

" Being used for university entrance only would be an acceptable method for using them ".

" Student's and teacher's standardization of work all through the province ".

" The exam should certify that a student has successfully completed an academic course of studies, it should not be used for university or any post-secondary entrance requirements ".

Students

" The students' own use as to how well they are learning ".

" If it had to be part of the course mark, then it should only be a small percentage. It's not good to have your mark depending on one final exam ".

" If it was part of a course mark then I would like it to be only ten percent because if you wiped out on the test and it was worth 79 percent then you would have to take the whole course just because of one test ".

" They should be a guideline for the student mostly ".

" There should be a separate exam written for university entrance ".

" As well as being a part of course mark, the marks of departmentals should be available to universities, employers, etc. ".

" The tests should be part of the course mark and for university ".

" The examinations should be used as an indication of teacher and student performance and achievement ".

Principals

" The students place in provincial norms would be helpful for teacher, student and employer ".

" Selection of candidates to post-secondary institutions (candidates would be competing on a more equal basis)".

" Other post-secondary institutions as well ".

Consultants

" Examinations for assessing the general achievement of students should measure both knowledge and skills ".

" Assessment of students achievement should be a result of compulsory grade 12 examinations and teacher assessment on a 50 - 50 weighting ".

" Examinations should serve both instructor and learner in achieving realistic goals ".

Post Secondary School Personnel

No additional comment as to type of examinations and purposes they might serve other than those listed in the exemplar section.

Employer (Public sector)

" Final examinations should account for only 50 percent of year's work ".

" The grade 12 exams should serve a useful "information" role ".

Employer (Private sector)

" I feel compulsory departmental exams required for a matric program, but that course work should count. Perhaps a 60/40 or 50/50 split is desirable such as University of Alberta ".

" University, trade school and junior college entrance ".

" Should be only requirement for university entrance ".

APPENDIX L

WHAT OUGHT TO BE

TABLES REFLECTING OPINIONS OF GROUPS BY REGIONS

TABLE LXV

69. "The provincial government should bring back compulsory grade 12 examinations".

TABLE LXVI

73. "There shouldn't be any change in the way students are presently being tested for achievement".

TABLE LXVII

80. "If compulsory departmental examinations are to be re-introduced, they should be used for a part of the course mark".

TABLE LXVIII

88. "What proportion of the final mark should be assigned by the teacher"?

about 10 %
about 25 %
about 50 %
about 75 %
between 60 - 80 %

TABLE LXV

"The provincial government should bring back compulsory grade 12 examinations."

Opinions of groups (percentage count) on regional basis.

	Students	Teachers	Principals	Supts.	Consultants	Trustees	Public
Agree							
1	26	39	45	70	50	100	66
2	16	39	50	48	67	55	66
3	11	47	57	67	00	75	85
4	21	63	58	54	55	67	45
5	16	45	48	71	67	29	71
6	22	48	41	40	69	64	65
7	9	42	48	00	33	100	53
0	14	53	42	100	42	50	58
Undecided							
1	17	25	17	00	17	00	13
2	13	28	20	9	00	00	9
3	20	14	8	00	00	00	7
4	21	8	15	27	11	17	22
5	16	13	17	28	00	29	13
6	16	8	14	13	12	14	9
7	16	15	17	00	17	00	7
0	14	17	14	00	7	25	13
Disagree							
1	55	34	34	30	33	00	15
2	69	33	30	43	33	44	23
3	68	36	34	33	00	25	5
4	56	28	27	18	33	17	24
5	65	39	30	00	22	29	13
6	61	39	44	40	19	21	22
7	71	40	35	100	50	00	27
0	70	27	42	00	45	00	20

Regions

(0) = Edmonton

(7) = Calgary

(1-6) = Regional Offices of Education Zones (Excluding the two cities.)

TABLE LXVI

"There shouldn't be any change in the way students are presently being tested for achievement."

Opinions of groups (percentage count) on regional basis.

		Students	Teachers	Principals	Supts.	Consultants	Trustees	Public
Agree								
	1	36	20	23	20	17	00	11
	2	47	18	17	14	33	33	9
	3	45	14	20	22	00	00	5
	4	35	12	15	18	00	00	12
	5	39	17	13	00	00	00	4
	6	40	14	14	13	12	21	10
	7	37	15	13	00	17	00	7
	0	44	18	23	00	17	00	7
Undecided								
	1	30	18	11	10	17	00	18
	2	23	34	20	14	00	22	17
	3	31	22	20	00	00	50	7
	4	31	13	15	9	11	00	15
	5	29	23	30	00	11	00	15
	6	27	22	25	27	12	28	23
	7	31	24	17	50	00	00	20
	0	30	14	17	00	15	25	22
Disagree								
	1	32	61	60	70	67	100	64
	2	26	47	53	71	67	44	73
	3	51	60	57	78	00	50	85
	4	29	71	65	73	89	83	69
	5	28	55	52	100	78	86	78
	6	31	56	58	60	75	50	62
	7	27	57	69	50	83	100	62
	0	24	62	60	100	62	50	66

Regions

(0) Edmonton (7) Calgary (1-6) Regional Offices of Education Zones (Excluding the two cities)

TABLE LXVII

"If compulsory departmental examinations are to be re-introduced, they should be used for a part of the course mark."

Opinions of groups (percentage count) on regional basis.

	Students	Teachers	Principals	Supts.	Consultants	Trustees	Public
Agree							
1	72	91	83	90	83	100	79
2	76	82	93	76	100	78	82
3	66	84	94	89	00	50	88
4	72	84	96	91	100	100	77
5	65	88	83	100	89	71	80
6	71	87	86	87	94	86	84
7	61	79	83	100	100	100	75
0	69	86	85	100	85	75	84
Undecided							
1	7	5	3	10	17	00	3
2	9	2	00	5	00	00	00
3	8	2	3	00	00	00	00
4	9	3	00	00	00	00	4
5	5	00	4	00	00	14	7
6	6	00	3	7	00	7	6
7	7	5	00	00	00	00	1
0	6	3	00	00	00	00	00
Disagree							
1	18	3	11	00	00	00	11
2	13	13	7	19	00	11	17
3	24	11	3	11	00	50	10
4	15	11	4	00	00	00	18
5	25	9	9	00	00	00	11
6	22	7	11	7	6	7	5
7	26	12	17	00	00	00	13
0	22	8	12	00	10	00	9

Regions

(0) Edmonton (7) Calgary (1-6) Regional Offices of Education Zones (Excluding the two cities)

TABLE LXVIII

"What proportion of the final mark should be assigned by the teacher?"

Opinions of groups (percentage count) on regional basis.

		Students	Teachers	Principals	Supts.	Consultants	Trustees	Public
About 10%								
	1	10	2	8	10	00	00	00
	2	14	5	00	00	00	00	4
	3	17	00	3	00	00	00	7
	4	10	1	00	9	00	17	1
	5	22	3	9	00	00	00	00
	6	18	1	00	00	6	7	5
	7	23	1	00	00	00	00	4
	0	29	1	6	00	2	00	5
About 25%								
	1	21	16	3	00	17	17	16
	2	21	21	3	19	00	00	19
	3	16	15	8	00	00	25	15
	4	18	17	8	18	22	00	9
	5	20	15	4	14	33	28	22
	6	17	14	5	7	00	7	18
	7	14	18	13	00	17	00	14
	0	18	5	12	00	10	00	21
About 50%								
	1	13	46	68	80	67	67	44
	2	14	46	73	48	67	56	34
	3	6	44	57	78	00	00	39
	4	13	49	88	73	78	33	37
	5	10	50	52	71	55	28	42
	6	13	44	67	67	69	50	39
	7	5	46	56	50	33	50	23
	0	6	55	50	100	57	75	41
About 75%								
	1	15	16	00	00	00	00	6
	2	12	5	13	9	00	11	10
	3	11	15	17	00	00	00	7
	4	21	11	00	00	00	00	14
	5	5	12	9	00	00	14	4
	6	8	11	8	7	12	00	10
	7	10	8	9	50	33	50	16
	0	5	14	10	00	12	00	8
Between 60-80%								
	1	19	12	00	00	17	17	11
	2	15	5	3	5	33	11	13
	3	16	11	8	11	00	00	17
	4	15	6	00	00	00	50	18
	5	12	9	4	00	00	00	11
	6	17	15	00	7	6	21	15
	7	16	5	00	00	17	00	20
	0	16	11	10	00	5	00	10

Regions - (0) = Edmonton (7)=Calgary (1-6)=Regional Offices of Education Zones (Excluding the two cities

Date Due

NOV 29 1985

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11010 - 142 STREET
EDMONTON, — ALBERTA
T5N 2R1

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